

CHARTER SCHOOL APPLICATION



Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303 OCS February 2012

**Section 1.01 CHARTER SCHOOL
2012 Application Process**

Article II. To open a charter school in the 2013-2014 school year

Section 2.01 TIMELINE

APPLICATION DUE DATE/TIME

APRIL 13, 2012	A complete application package must be received in the Office of Charter Schools by 12 noon on <u>April 13, 2012</u> . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
APRIL 20, 2012	Copy of the application due to the Local LEA.
MAY 11, 2012	LEA Impact Statements due to the Office of Charter Schools
MAY, 2012	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
JUNE/JULY, 2012	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
JULY, 2012	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
SEPTEMBER, 2012	SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

The Office of Charter Schools must receive the entirely complete application package no later than 12 noon on April 13, 2012. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: New Bern International Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: New Bern International Academy

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No in process

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Jill King

TITLE/RELATIONSHIP TO NONPROFIT: Principal

MAILING ADDRESS: 1706 Greensboro St New Bern, NC 28560

PRIMARY TELEPHONE: 252-514-3036 ALTERNATE TELEPHONE: 252-637-6302

E-MAIL ADDRESS: exceptional35@suddenlink.net

Location of Proposed Charter School (LEA): Craven County

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted:

If a public school, give the name and six-digit identifier of the school being converted: _____-_____ - _____

Description of Targeted Population: New Bern International Academy will target all students in grades 6-8 that are interested in an alternative to the current status quo. Our students will be interested in being an involved learner that is actively engaged in the process of acquiring and demonstrating new knowledge. We will take learning to the next level by expanding one grade level each year until grades 6-12 are reached.

Proposed Grades Served: 6-8 Proposed Total Enrollment: 300

Projected School Opening Year 2013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	6, 7, 8	300		X
Second Year	6, 7, 8, 9	350		X
Third Year	6, 7, 8, 9, 10	400		X
Fourth Year	6, 7, 8, 9, 10, 11	450		X
Fifth Year	6, 7, 8, 9, 10, 11, 12	500		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

__Jill King_____
Printed Name

 Principal
Title

4/04/12_____
Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

TABLE OF CONTENTS

Timeline	3
I. Application Cover Pages	4-5
II. Table of Contents	5
III. Mission, Purpose, and Educational Focus.....	6
Evidence for Need o Proposed School.....	6
Purposes of Proposed Charter.....	7
Educational Focus.....	9
IV. Governance	11
Private Nonprofit Corporation.....	11
Tax-Exempt Status.....	12
Organizational Structure.....	13
By-Laws.....	21
Admissions Policies.....	26
V. Education Plan	27
Instructional Program.....	27
Special Education	34
Student Conduct and Discipline	35
Timelines	39
VI. Business Plan.....	41
Projected Staff and Qualifications	42
Enrollment and Business Plan.....	49
Projected Enrollment 2013-14 through 2017-18	50
Budget: Revenue Projections 2013-14 through 2017-18	52
Budget: Expenditure Projections 2013-14 through 2017-18.....	54
Budget: Narrative for years 2 through 5.....	55
Budget: Capital and Assets	57
Audits: Program and Financial	59
Civil Liability and Insurance.....	67
Transportation Plan.....	67
Facility Description.....	68
Health and Safety Requirements.....	60
VII. LEA Impact Statement.....	70
VIII. Appendices (optional)	
IX. Signature Page	71

III. MISSION, PURPOSES and EDUCATIONAL FOCUS *(G.S.115C-238.29A)*

MISSION:

The mission of the proposed charter school is as follows:
Our Mission is to engage and inspire learners with critical thinking, teamwork, and exploration of academic excellence while they achieve international understanding and global responsibility.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

In preparation of this application, a great deal of evidence was acquired to indicate there is a need for this school. Craven county students have been fleeing public schools in exchange for a private school education. At \$6200 plus a \$400 application fee and total responsibility for the purchase of textbooks, these costs do not deter the 244 students whose families feel that public schools are not adequate for meeting their child's needs. If students are not leaving to attend private schools, many are being home schooled. A home school proponent Joe Turtel (2005),¹ compared schools to prisons. He stated:

School authorities force millions of children to sit in boxes called classrooms with 20 other children-inmates for six to eight hours a day, five days a week, for up to ten years. The children must obey the adult education wardens (teachers and principals), who they may fear or dislike. They must study subjects they may hate or that bore them to death. They must associate only with other children their same age who may be bullies, violent, or emotionally disturbed. They must do homework and study for tests they must pass or be left back in school.¹

According to the NC Department of Public Instruction, 179,838 students are enrolled in Non-public education.² This is double the number of students enrolled in charter schools. Famous author, Nicholas Sparks co-founded the Epiphany School in New Bern, "As New Bern is a small town with limited school options, they decided to build a school for the community themselves."³

While it is nice for the rich and elite to be able to afford an 11 to 1 teacher ratio, public schools have not been funded by the legislature to support this level of educational quality. Working and middle-class parents also want their children to have the individualized attention that small teacher to student ratios offer

¹ <http://www.newswithviews.com/Turtel/joel.htm>

² <http://www.ncdnpe.org/documents/hhh510s.pdf>

³ <http://www.nicholassparks.com/about/philanthropy>

with out the high price tag. This individualized attention becomes sacrificed as the class size goes up.⁴ Teachers are forced to spend more time on discipline and the large numbers of students distract each other.

Logistically, there is a need for a middle school in this area of the county. Some students have to travel 14 miles or more just to get to school taking over an hour by bus. The current sizes of two of the counties largest middle schools are 859 students at HJM and 800 at WCM whereas the state average size of middle schools is 657. We believe smaller schools can provide more individualized instruction and attention.

The middle schools in Craven County typically outperform the state on proficiency; they are far from “leaving no child behind.” All but one middle school in our district is labeled a *School of Progress* with 60% of students proficient in math and reading. A group of concerned parents came together as friends to share war stories about their children’s education. This became the beginnings of a new philosophy that public schools should have in order for their child to have the best that education has to offer. Our mission became to increase learning of all students by developing truly individualized learning plans, versus some meaningless generic plan that is photocopied for all the low performing students. We will also integrate 21st Century Skills,⁵ the core curriculum, and critical thinking across project-based learning. This is different from traditional schools that segment learning into blocks where the curriculum rarely overlaps and there is little transfer of learning from one class to the next. Project-based learning is very motivational to students increasing their engagement with learning outcomes. With the use of global themes, students learn that they are part of a larger international community that depends on each other and has a responsibility to preserve the planet for future generations. This global, multicultural focus opens students’ awareness to the diversity of our planet, as well as, our common attributes. Overall, learning becomes a positive experience, driven by the students’ innate curiosity and joy of academic success.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

⁴ http://www2.ed.gov/pubs/ReducingClass/Class_size.html

⁵ <http://www.p21.org/overview>

State Board of Education Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 1: New Bern International Academy will produce globally competitive students

State Board of Education Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 2: New Bern International Academy will be led by 21st Century professionals.

State Board of Education Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 3: New Bern International Academy students will be healthy and responsible.

State Board of Education Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 4: New Bern International Academy Leadership will guide innovation

State Board of Education Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Goal 5: New Bern International Academy will be governed and supported by 21st Century systems.

Goal 1: Objective: Individual Learning Plans (ILP). During our Student Orientation, surveys, testing and interviews will be conducted to identify individual learning styles, strengths of multiple intelligences, special interests, skills, and needs. Parental input will also be solicited in formulating the student profile. This data will contribute to an Individual Learning Plan (ILP) for each student containing a profile of the student's unique characteristics, both academic and personal. This information will be used with discretion by the teachers to better serve the specific needs and promote the specific interests and skills of each child. The ILP will include goals, objectives, and strategies for the first term and for the year in the following areas: core academic subjects, exploratory classes, community service projects, and pursuit of personal interests.

Student Portfolios of Progress. A summary of the ILP will be included in each student's Portfolio of Progress. These data notebooks will be used to collect representative samples of the student's work throughout the course of the year, to record successes and document progress in meeting performance standards and personal goals. At the conclusion of the year students will be asked to write a paper describing items in their Portfolio of Progress that reflect: something they learned, something showing their creativity, what was most enjoyable, what was most challenging, something that integrates two subject areas, and a comparison and contrast of two pieces or projects. The portfolios will be a component of students' formative and summative academic assessments and will also be available to parents to review.

Learning Exploration Fair: Once a year New Bern International Academy will host a Learning Exploration Fair in which students will display products of their work for public review. An interdisciplinary array of student exhibits will be displayed and the entire school community will be invited to attend—family, friends, community leaders, and special guests. Student performances will also be featured. The Fair will culminate with a celebration to honor outstanding projects and progress, and to congratulate all students for their achievements.

Goal 2 Objective: New Bern International Academy will be led by 21st Century professionals by ensuring educators understand the importance of 21st century skills and how to integrate them into daily instruction.

- Enable collaboration among all participants
- Allow teachers and principals to construct their own learning communities
- Tap the expertise within a school through coaching, mentoring and team teaching
- Support educators in their role of facilitators of learning
- Use 21st century tools

Goal 3: New Bern International Academy students will be healthy and responsible. **Objective:** Students will take personal responsibility through goal-setting, self-monitoring, and learning decision-making skills for “healthy choices.”

Goal 4: New Bern International Academy Leadership will guide innovation

New Bern International Academy

School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.

Goal 5: New Bern International Academy will be governed and supported by 21st Century systems. Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning. The timeline for meeting these goals will be measured quarterly.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

(1) Improve student learning

In order to begin to improve student learning, you need to know where they are on their academic journey. To this end, New Bern International Academy will assess all new students on their current level of achievement and learning styles. Along with parent input, an individualized learning plan will be developed. Once strengths and weaknesses have been identified on their Individualized Learning Plan, teachers will target those weak areas and track growth in order to demonstrate improved student learning. Overall, New Bern International Academy's interdisciplinary, international curriculum and thematic, project-based instruction will improve student learning simply through increased student engagement. Brain research indicates that learning is facilitated and deepened when new knowledge is embedded in integrated contexts. Students will be prepared for the 21st Century by being able to think critically and see the connections among the curricula and the real-life relevance of their learning. New Bern International Academy will cultivate these 21st century critical thinking skills by teaching students how to analyze, reason, reach conclusions, and build the ability to answer open-ended questions. They will engage in meaningful discussions where they apply their individual reasoning and critical thinking abilities.

Technology will be a vital tool of the school's educational environment. New Bern International Academy will offer students use of computers and technological devices to give them access to the world. They will also be used to research and make presentations. All students and faculty will have daily opportunities to be knowledgeable and fluent in the use of a variety of wireless digital resources used in a project-based curriculum geared to individualization and learner-centered teaching. Technology is the vehicle used to transport the classroom anywhere in the world. The global, multicultural focus of our curriculum opens students' awareness to the diversity, as well as, our common attributes. Learning becomes a positive experience, driven by the students' innate curiosity and joy of academic success.

(2) Increase learning opportunities for all students

Nicholas Sparks said, "New Bern is a small town with limited school options." This school would open learning opportunities for all students, not just those who can afford private school options. New Bern International Academy's interdisciplinary, international curriculum and thematic, project-based instruction will improve learning for all students. This hands-on approach increases student engagement and therefore increases learning. In addition to this approach, individual learning plans will address specific learning needs of all students entering this school. In order to begin to improve student learning, you need to know where they are on their academic journey. To this end, New Bern International Academy will assess all new students on their current level of achievement and learning styles. Along with parent input, an individualized learning plan will be developed. Once strengths and weaknesses have been identified on their Individualized Learning Plan, teachers will target those weak areas and track growth in order to demonstrate improved student learning. Project-based learning opportunities are open-ended to allow for advanced, creative directions by at-risk and the academically gifted. Project-based learning is very motivational to students increasing their engagement with learning outcomes. With the use of global themes, students learn that they are part of a larger international community that depends on each other

and has a responsibility to preserve the planet for future generations. This global, multicultural focus opens students' awareness to the diversity of our planet, as well as, our common attributes. Overall, learning becomes a positive experience, driven by the students' innate curiosity and joy of academic success.

(3) Innovative teaching methods

The educational innovations offered at New Bern International Academy are carefully integrated into a coherent educational program.

- **Individual Learning Plans** identify students' learning styles, interests, strengths, specific needs, and personal goals, equipping the teaching team with in-depth information needed to differentiate instruction.
- The unique, international perspective infused into the curriculum accommodates an interdisciplinary, thematic model with a structured, experiential approach to teaching.
- **Project-based learning** is very motivational to students increasing their engagement with learning outcomes.
- A second language will be taught to all students to give them a means to communicate with other cultures.
- The use of technology and online learning opportunities will also increase the environmental stewardship of this school by reducing the need for paper.
- Students will be directly involved in creating a school garden and ongoing recycling projects that promote global responsibility.
- **"Looping"**—Students will remain with the same teachers for the duration of their academic journey. This saves a lot of time getting to know students and their learning strengths. This also provides for a stable learning environment and long-term investments in learning⁶. As an educational practice, looping has existed for several centuries in Germany, Japan, and Italy.

Each of the above elements contributes to the whole educational program and the holistic development of students.

(4) Professional opportunities for teachers

The School's professional training programs in thematic project-based instruction and integrated international education are essential to effectively introduce these innovative approaches. New Bern International Academy will provide all staff members with sufficient and appropriate professional development so that they may afford students knowledgeable teaching techniques. Thematic instruction gives teachers significant flexibility within their classrooms in meeting the grade-level *Core Curriculum and NC Essential Standards*. Teachers will work together as a Professional Learning Community in order to improve learning through their individual strengths in various learning areas. Additional staff training is structured throughout the year to reinforce these new 21st Century skills.

(5) Expanded choices for parents and students

New Bern International Academy will provide families with an alternative approach to education, one that uniquely addresses the need for a more integrated, holistic style of instruction. Students will have learning opportunities that are in-depth and meaningful. In addition, everyone gains from enriched cultural exposure, perceptions, and understandings. Aside from the high quality education, the distance students have to travel to attend school will be cut in half.

(6) School accountability

In addition to state-mandated end-of-grade testing, New Bern International Academy will employ a variety of formative and summative assessments to ensure that every student is making acceptable academic progress. Progress reports will be sent to parents every 4 ½ weeks, along the end-of-quarter report cards. Students demonstrate learning through authentic projects and will create a portfolio of their work. Students take ownership of their learning and should be able to verbalize the relevance of their portfolio to their individual learning. Parents and community members will be invited to the annual Learning Exploration Fair at which student work and performances will be exhibited.

⁶http://www.amle.org/portals/0/pdf/research/Research_Summaries/Looping.pdf

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

New Bern International Academy's interdisciplinary, international focus and thematic, project-based instruction is designed to engage student interest. Students are prepared for the 21st Century by being able to see the connections among the curricula and the real-life relevance of their learning. Learning becomes a positive experience, driven by the students' innate curiosity and joy of academic success. The global, multicultural focus of our curriculum opens students' awareness to the diversity, as well as, our common attributes. Our students learn to respect others as well as our planet.

New Bern International Academy will cultivate 21st century critical thinking skills by teaching students how to analyze, reason, reach conclusions, and build the ability to answer open-ended questions. They will engage in meaningful discussions where they apply their individual reasoning and critical thinking abilities.

Technology will be a vital tool of the school's educational environment. New Bern International Academy will offer students use of computers and technological devices to give them access to the world. They will also be used to research and make presentations. All students and faculty will have daily opportunities to be knowledgeable and fluent in the use of a variety of wireless digital resources used in a project-based curriculum geared to individualization and learner-centered teaching.

IV. GOVERNANCE

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation will jeopardize the application review.

A. **PRIVATE NONPROFIT CORPORATION** (*G.S.115C-238.29E*)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: New Bern International Academy

Mailing Address: 1706 Greensboro St

City/State/Zip: New Bern, NC 28560

Street Address:

Email: exceptional35@suddenlink.net

Phone: 252-514-3036

Fax: 252-637-6302

Name of registered agent and address: Jill King, 1706 Greensboro St, New Bern, NC 28560

B. TAX-EXEMPT STATUS (501 (c)(3) (G.S. 115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

- Yes (copy of letter from federal government attached)
 No In Process

Note:

The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

C. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)) A Charter Educational Management Organization is not a necessary expense because the board member, Dr Infinito has extensive experience in starting up charter schools. In addition, the principal, Jill King has administrative experience in the day to day workings of a school. She was also recognized as an exceptional leader by being chosen for the Principal Fellows program. The other board members have a great deal of experience in operating a business as well as acquiring and operating large government contracts. In the future, others may seek our educational methodologies and expertise thus we may become an educational management organization in order to help other start-ups.

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email:

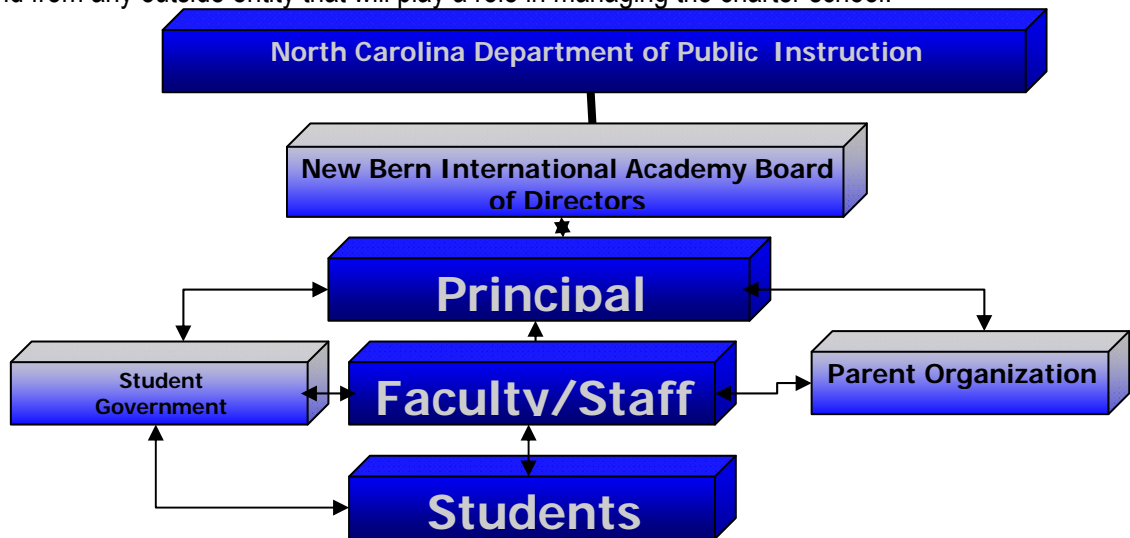
- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.

D. **ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:** (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the administrative staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.



2. A one-page resume for teach member of the board of directors highlighting his or her experiences over the past ten or more years. Beginning next page.

JILL YVONNE MCKEON KING

Dynamic and Results-Oriented Professional

exceptional35@suddenlink.net

1706 Greensboro Street
New Bern, North Carolina 28560

Home (252)637-6302
Cell (252)514-3036

I am highly creative, goal-oriented professional with proficient use of technology integration. Demonstrated experience in behavior management, community relations, data analysis, and problem solving abilities. I have the ability to manage multiple projects and meet deadlines. A strong work ethic combined with a commitment to excellence in all projects undertaken. I am a team player, working effectively with teachers, students, and parents in accomplishing objectives. I have exemplary presentation skills.

EDUCATION

Principal Fellow, Class 11
Masters of School Administration
East Carolina University, Greenville, NC
May 5, 2006

Masters of Arts in Education
East Carolina University, Greenville, NC
December, 1995
Concentration: Learning Disabilities
Certifications: LD, B/ED, S/P

Bachelor of Arts in Biology
University of North Carolina at Wilmington, Wilmington, NC
July, 1988
Concentration: Secondary Education
Certifications: Secondary Science

EXPERIENCE

EC Inclusion Teacher
Havelock Middle School
Havelock, NC 28532
August 2009-Present

Assistant Principal
North Lenoir High School
La Grange, NC 28551
August 2006—June 2008

Administrative Intern
West Craven Middle School
New Bern, NC 28562
January 2006—May 2006

Administrative Intern
Tucker Creek Middle School
Havelock, NC 28532
July 2005—December 2005

Behavioral Emotional Disabilities Teacher
A. H. Bangert Elementary School
New Bern, NC 28562
March 1998—July 2004

JUSTEN INFINITO

jrjinfinito@gmail.com

901 Manning Rd
New Bern, North Carolina 28560

Home (252)867-4255

EDUCATION

Ph.D. Cultural Foundations of Education
University of North Carolina at Greensboro
Greensboro, NC Dissertation: Ethical Self-Formation
2000.

M. Ed. Philosophy.
Montclair State University
1997
Concentration: Philosophy For Children

Bachelor of Arts in Philosophy
New Yourk University
1989

EXPERIENCE

Associate Professor Education
Ball State University
June 200 – July 2010

Graduate Assistant Professor of Cultural Foundations of Education
University of North Carolina at Greensboro
August 1997—May 2000

Adjunct Faculty Philosophy
Montclair State University
September 1994—May 1997

Research Assistant
New York University
September 1988—May 1989

COMMUNITY INVOLVEMENT

Editor, Philosophical Studies in Education

Fellowship, Virginia Ball Center for Creative Inquiry. ***Building a Charter School; Lessons in Social Entrepreneurship***, Ball State University

Policy Council for Head Start, C.C.A, Newport, NC

Publications

- *Education, Philosophy and the Art of Living*. Philosophical Studies in Education. 2002 Volume 33. Pp. 75-80
- *Ethical Self-Formation; A Look At the Later Foucault*. Educational Theory. 2003 Volume 53. Pp. 155-171.
- *On the Justice of the Present War; Some Implications for Education*. Philosophy of Education Yearbook. 2002
- *Jane Elliot Meets Foucault: The Formation of Ethical Identities in the Classroom*. Journal of Moral Education. 2003 Volume 32. Pp. 67-76.
- *Theorizing Courage as Requisite for Moral Education*. Philosophy of Education Yearbook. 2004.

MARY WILCUTT

203 Pattswood Road
New Bern, North Carolina 28560

Home (252)633-6963

Ms. Wilcutt is the owner of her own government contract business with several employees. Ms. Wilcutt has 18 years experience in government contracting, general Office Automation and Key Entry Operation. She had experience working with communications between government offices and other contractor offices utilizing SMARTCOM and CCMAIL to interface with PC workstations. She has created small programs in Dbase III+ with automated batch files, she has converted hardcopy artwork into digitized computer graphics, and she has assisted in supervisory duties that include Key Entry Operators and other computer operators, including prioritizing workload, training new employees and managing file maintenance. She has worked on LAN using NOVELL version 2.0A system software, which included installing software, archiving procedures for files and directories, troubleshooting and reinitializing after system crashes.

EDUCATION

Currently working on Bachelor's degree
Business Administration
East Carolina University

AAS
Craven Community College

EXPERIENCE

Owner
Jade Enterprises
January 2011 – Present

AIR 3.2 Business Manager
LTM, INC
September 2001 – January 2011

Executive Assistant/Computer Operator
JWK International Corporation
February 1992 – September 2001

Computer Operator
JWK International Corporation
January 1991 – January 1992

COMMUNITY INVOLVEMENT

Member of Okinawan Kenjin-Kai

Member of Miyagi Ryu No-Sho Kai Dance Troupe

CINDY GODLEY

cgodley@earthlink.net

205 Drake Landing
New Bern, North Carolina 28560

Home (252)636-1553
Cell (252)665-4071

Creative problem solver with the ability to drive revenue growth and effectively manage a demanding medical practice. AHIMA's Registered Health Information Technologist and a Certified Coding Specialist—Physician Based with a record of success in auditing and abstract coding inpatient and outpatient medical records. Experienced in medical billing and insurance processing.

EXPERIENCE

Coding Manager
Naval Health Clinic Cherry Point
Cherry Point, NC
Feb. 07—present

Coding Specialist
AT&T/Healthcare Resolution Services
Cherry Point, NC
Dec. 06-Feb. 07

Coder/Insurance Clerk
East Carolina Internal Medicine
New Bern, NC
Feb. 01-Dec. 02

Office Manager (2000)
Assistant Office Manager (1992-2000)
Insurance and Accounts Manager (1990-2000)
Certified Medical Office Assistant (1987-1990)
Coastal Children's Clinic
New Bern, NC

EDUCATION

Associates Degree—Pitt Community College, Greenville, NC 2002
Health Information Technology
Certification—Carteret Technical College, Morehead City, NC 1987
Medical Office Assistant

COMMUNITY INVOLVEMENT

McCotter Blvd Baptist Church Treasurer 2 years
New Bern High School Drill team Booster Club President 2 years
Naval Health Clinic Cherry Point Recreation Committee Treasurer 2 years
Naval Health Clinic Civilian Enhancement Team Treasurer 2 years
Newport Pop Warner Relay for Life Volunteer 2 years
Newport Pop Warner Football volunteer 3 years
American Academy of Professional Coders 2 years
American Health Information Management Association 9 years
Craven County Health Information Management Chapter Secretary 1 year

SANDRA L. RUGER

sandir7@gmail.com

3017 Brunswick Ave.
New Bern, North Carolina 28560

Home (252)259-6025

Thorough knowledge of community resources and networking. Effective public relations with persons of all social, economic and cultural backgrounds. Knowledgeable background in educational opportunities Organizing and Events Planning Effective workshops, Excellent investigative skills Great case load management skills Excellent oral and written communication skills Extensive knowledge of office practices and procedures.

EDUCATION

United States Air Force

South Carolina State College
Bachelor of Science in Psychology

Orangeburge, SC

EXPERIENCE

After School Program Coordinator

The Mighty Tau, Inc.

New Bern, NC

August 2002 – Sept 2006

Identify and enroll eligible participants to the After School Program

Implement and coordinate after school program to include career exploration, academic Fundraising

Serve as resource for parents, and students

Serve as a liaison between the school, the after school program, parents and community

Train and supervise community volunteers on abstinence based program

Conduct on line FASA workshops for parents

Conduct home visits for students with poor attendance records

Monitor and update daily and monthly logs and rosters

Provide recommendations for students in low performing areas

Administrative Assistant to the Vice President

Jacksonville, NC

& Receptionist Midland Equipment Company

May 1996 – June 2002

Brief Executives officers about program components and updates

Compiles, maintains and initiates correspondence and files

Review incoming correspondence for specific needs of the Vice President

Plan /organize company sponsored events for 800 plus employees

Perform all secretarial duties including, typing correspondence, filing and duplicating materials

Section 2.02 Personnel/Administration Specialist

Section 2.03 United States Air Force

Aug 81 – Feb 96

Conduct briefings to Base commanders on effectiveness of base programs

Evaluate squadron performance and usage pertaining to base programs

Coordinate monthly base wide briefing for all new arrivals to introduce all base service personnel

Coordinate Permanent Change of Station orders and corresponding paperwork for relocations

Prepare and set up Temporary Duty Station orders for specialized training for military personnel

Manage and supervise the base Sponsorship programs

Evaluate records audits on active duty officer records

Develop error free awards and decoration program through data automation for all personnel

COMMUNITY INVOLVEMENT

Community Arts Development Program

PEGGY HARRIS

pharris1@suddenlink.net

3708 Old Cherry Point Rd
New Bern, North Carolina 28560

Home (252)633-1807
Cell (252)259-7742

I enhance students' ability to learn through the integration of technology in all subjects. I increase growth in all students, but derive the most satisfaction in increasing their confidence in learning.

EDUCATION

East Carolina University
Bachelors Science Elementary Education

EXPERIENCE

Teacher
Roger Bell Elementary
1994 – Present

Teacher Assistant
Graham A. Barden
1983-1986

COMMUNITY INVOLVEMENT

Mentor for Mentally Disabled Persons
1994-2010

North Carolina Association of Educators
Treasurer for Craven County Association of Educators
3 years training in Emerging Leaders

School Assistant Team
4 years

Alpha Delta Kappa Sority
Community Service Organization
Cystic Fibrosis Telethon Volunteer

REGINA KEMBLE

here2serve@embarqmail.com

112 Deerwood Trail
Havelock, North Carolina 28532

Home (252)444-4255
Cell (252)646-3712

Additional training includes but is not limited to: Inter-disciplinary Lesson Plans, Safe Environment Training – Recognizing and Reporting Child Abuse and Neglect Professional Training, Mediation Training, The Attention Deficit and Attention Deficit Hyperactivity Disorder Diagnosis, The Angry Child, Anxiety Disorders, Assertive Discipline, The Athlete’s Parent, Behavior Modification as Your Teaching Tool, Blood-borne Pathogens, Community Service, Confrontation Avoidance, Counselor-Parent Training and Certification, Depression: Symptoms and Screening, First Aid and Safety, Gentle Teaching, Non-Violent Crisis Intervention, Oppositional Defiant Personalities, Person-Centered Planning, Phoenix Seminar, Protective Intervention Course, Taking Advantage of Teaching Moments.

EDUCATION

Bachelor of Science, Therapeutic Recreation; Summa Cum Laude
Slippery Rock University of Pennsylvania;
Slippery Rock, PA

EXPERIENCE:

06-2005 to present: **Private Business Owner.**

Developed home-based (retail) business. Consult, sponsor and train new businesswomen in implementation and maintenance of individual home-based businesses. Develop and conduct training sessions. Initiating volunteer and service-focused community enrichment opportunities.

08-2004 to 08-2006: **Librarian/Study Skills.**

Annunciation Catholic School.

Supervised and maintained media center. Taught study skills and supervised the Student Council. Organized volunteers for the Media Center, Scholastic Book Fairs and Student Council activities.

07-2001 to 07-2004: **Craven County Teen Court Coordinator.**

The Mediation Center of Eastern Carolina.

Developed/designed and implemented the Craven County Teen Court Program. Created in-school and District Court program models. Developed and instituted the Peer Panel and Adult-Judge formats. Created Service Delivery Model which was adopted by other Teen Court programs throughout the State.

01-2000 to 07 2004; **Guest Instructor;**

Carteret Community College; Morehead City, NC.

Provided instruction in Therapeutic Recreation curriculum courses. Analyzed needs of the Department and developed and facilitated workshops designed to enhance the students’ level of professionalism and provide opportunities for personal growth. Workshops included; Building Self-Esteem, Me, Myself and My Profession, Self-Disclosure and Assertiveness Training.

01-1997 to 07-2004; ; **Instructor**, Continuing Education;

Craven Community College, New Bern, NC

and Havelock/Cherry Point Campus, Havelock, NC. Adult Education

08-1996 to 07-2004; **Director**; East Carolina Family Wellness Center; Havelock, NC

Agency Director and member of Board of Directors for non-profit organization providing wellness services. Designed and implemented wellness programs encompassing physical, social, emotional and cognitive components for individual and family needs of those served. Designed and supervised implementation after-school program the “Star You Are.”

COMMUNITY INVOLVEMENT

PERFORMANCE RATINGS, AWARDS, HONORS, AND RECOGNITIONS: Pine View Manor – outstanding employee (3 awards), Veterans Administration Voluntary Service Award, Academic All-American, All-America Women’s Lacrosse Team, Summa cum Laude, Most Physically Fit Student – Slippery Rock University 1985.

3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (*G.S. 143.318.9 et seq*)
New Bern International Academy, INC

Bylaws
Article I
Offices

1.1 Principal Office. The principal office of the Corporation shall be located at 1706 Greensboro St, New Bern, NC 28560, or at such other location designated by the Board of Directors.

1.2 Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

1.3 Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

Article II

Board of Directors

2.1. Board of Directors. The School shall have a Board of Directors (hereafter called “the Board”) that shall govern the administration of the School and have all of the powers necessary for carrying out the purposes of the School as stated in the New Bern International Academy Articles of Incorporation and these bylaws.

2.2 Responsibilities of the Board of Directors. The responsibilities of the Board include the following:

1. The Board adopts, upholds, and serves to fulfill the mission, philosophy, and goals of the School.
2. The Board establishes policies for governance that uphold the national, state, and local laws governing public charter schools in North Carolina.
3. The Board hires, evaluates, and retains the School Principal.
4. The Board recommends to the Principal (and administration) priorities, short-term and long-term plans, and broad policies for the successful operation of the School.
5. The Board supports the School administration, faculty, and staff to ensure the New Bern International Academy and complete implementation of all aspects of the academic program, curriculum, and instruction.
6. The Board periodically reviews the financial statements of the School, ensuring financial stability, budget viability and state compliance.
7. The Board reviews and periodically evaluates the School’s academic and administrative achievements and progress toward its annual goals.
8. The Board maintains accurate up-to-date records of the business conducted at all Board meetings in a permanent document; *Board of Directors Policy Manual*, which contains all the governance, structure, and organizational policies specific to the School. The *Board of Directors Policy Manual* shall be annually reviewed by the Board of Directors.

2.3 Organizational structure of the Board of Directors. The structure of the Board shall be as follows:

1. **Membership and appointment of Board members and officers.** The founding members and officers of the Board shall be appointed collectively by the New Bern International Academy Development team, advisors, and consultants.

The Board shall be composed of at least **five and no more than 10 members**. The School Principal serves as a non-voting member of the Board.

Duties of the Chair of the Board. The Chair of the Board of Directors has a primary responsibility to ensure the steady progress of the School in accordance with national and local educational laws and the Charter of the School. The Chair presides at all Board meetings. The agenda for regular meetings is prepared by the Chair based on agenda items suggested by the principal of the School, members of the Board, members of the public or the School administration. The Chair acts as a facilitator to ensure that the discussion of agenda items proceeds in a timely manner. In the event that the Chair is unable to preside at a meeting, the Board shall be presided over by the following officers in the following order according to attendance: Vice Chair, Secretary, and Treasurer. If no officer is present to preside, a quorum is not considered established.

Duties of the Secretary. The Secretary shall notify Board members of all meetings of the Board. The Secretary shall record the minutes of all Board meetings and maintain complete records of all policy and planning decisions and perform a parliamentary review of said decisions, and amendments to said decisions. The Secretary shall be the custodian of the records, reports, certificates, and other official documents of the Corporation, and affix the Seal of the corporation to all legal documents executed by the Corporation. Board policy decisions and revisions shall be compiled by the Secretary in an official *Board of Directors Policy Manual*. The Secretary shall distribute copies of the minutes of each meeting to all members of the Board, the School Principal, and any members of the general public in attendance at regular board meetings.

2. **Qualifications.** To progress with greatest efficiency and harmony, the School will be guided by Board members who are committed to the mission, philosophy, and goals of the School, as expressed in the institution’s charter and bylaws; and by individuals who possess the professional expertise, practical experience, and skills to create a dynamic, progressing, expanding school.

Composition of the Board. The members of the Board will have a collective range of expertise, so that as a group they are competent, confident, and highly effective. In addition to parents and other qualified members of the public, experts in law, building, finance, management, accounting, curriculum, community organization, and fundraising will be considered. The head of the School Parents' Association shall serve as a voting member of the Board.

Personal requirements of Board members. Board members are required to regularly attend Board meetings and be willing to take the time to be introduced and become familiar with the School and its mission, philosophy, goals, and charter; to study these bylaws; to learn about the organization and structure of the School's governance and administration; and to understand the responsibilities and obligations required of a board member.

8. Compensation. The Board of Directors may compensate directors for the payment of any or all expenses incurred by directors in attending regular and special meetings of the Board of Directors. This shall not preclude directors from serving the Corporation in other capacities and receiving compensation for such other services.

3. Responsibility of the Board to the School as a whole. Board members are responsible to the School community for the successful management, operation and going concern of the School.

The Board creates and advises on policy matters; the School administration implements Board policy. Individual Board members do not participate in implementing policy, i.e., engaging in specific management, personnel, or curricular issues. Board members shall not individually address, discuss or assert opinions or decisions on matters of board or administrative business or concern with members of the press or with members of the public.

4. Decisions by majority of those present, with united support for decisions in public.

The Board shall make decisions by majority vote of those present. Board members will be required to comprehensively and objectively consider each issue with the goal of reaching a decision on what will best further the goals of the School as a whole. Each member of the Board shall support publicly—to the parents, teachers, staff, and students—all Board-adopted policies.

5. Term of appointment of Board members. Board members and officers shall serve for three years, and may retire or stand for reappointment after three years with exception to the initial terms or the founding board members. The founding board terms shall alternate with one position expiring after the first year, two positions expiring the second year, and two expiring the third year. This rotation will keep the Board on three year terms without completely starting over every three years. The Board may, by consensus, ask a member of the Board to leave before the term of appointment is completed. Reasons for taking such an action include, but are not limited to, conduct unbecoming of a Board Member or official of the School; acting in a manner contrary to the founding charter, bylaws, mission, philosophy, or goals of the School; **conflict of interest**; arrest and/or criminal conviction or fraudulent activity.

6. Policies for ongoing appointment of Board members and officers. After the appointment of the founding Board members and officers, new Board members or officers are chosen from names proposed by the current Board members. As members of the Board retire, the Board may decide not to fill the vacancy provided the remaining Board consists of at least seven members.

Article III Conflict of Interest

No Director, officer, or employee of the School shall obtain any direct or indirect economic stake in any entity participating in the programs of the School, and the School shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the School that no Director, officer, or employee of the School shall receive any personal or private benefit resulting from the activities of the School or from the receipt by the School of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the School.

Definitions :

1. Interested Person - Any director, principal officer or member of a committee with board delegated powers who has a direct or indirect financial interest
2. Financial Interest - a person who has directly or indirectly through business, investment or family:
 - a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - c. a potential ownership or investment interest in, or compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Procedures

1. Duty to Disclose - In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether A Conflict Of Interest Exists - After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures For Addressing The Conflict Of Interest - an interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

a. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

b. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violations Of The Conflicts Of Interest Policy

a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Each of the members of the Board of Directors of New Bern International Academy, states for himself or herself that he or she:

1. has received a copy of the conflicts of interest policy,

2. has read and understands the policy,

3. has agreed to comply with the policy, and

4. understands that the foundation of New Bern International Academy is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

3. A copy of the articles of incorporation. While the statute does not require the applicant to have acquired corporate status in order to apply, that status must be acquired prior to receive a charter. Accordingly, if the applicant does not yet have corporate documents filed with the Secretary of State, it should demonstrate that it is prepared to do so in the near future. In process

4. A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

Article IV

Meetings of Board of Directors

4.1. **Board meetings.** The Board will hold regular meetings, and at the discretion of the Board, may hold special meetings in order to conduct emergency business. The North Carolina open meeting laws (Article 33C of Chapter 143 of the General Statutes) will be followed during all meetings of the Board of Directors.

1. **Regular meetings.** Regular meetings of the Board shall be held each month.

2. **Special meetings.** Upon agreement by the Chair and School Principal, special meetings of the Board of Directors may be called by the Chair, or called by the Secretary with the approval of the Chair. Public notice of the meeting shall be given 48 hours in advance by a means deemed appropriate, lawful and in accordance with Open Meeting Laws and Board policy. The agenda for a special meeting will be limited to the items for which the meeting is called.

3. **Notice of meetings.** Notice of any regular meeting shall be given to Board members at least one-week (seven days) in advance of the scheduled meeting time. Notice of any special meeting shall be given to Board members at least three (3) days in advance. All notices shall be delivered in writing, either in person, by mail, by fax, or by e-mail according to the current address of record of each member of the Board.

Waiver of Notice. Any director may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the corporate records or as part of the minutes of the meeting. The attendance by a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

4.2. **Quorum.** A majority of Board members, shall constitute a quorum (a sufficient number of Board members to hold a meeting), and as such, is sufficient to pass a motion or take action. In addition, at least one officer (i.e. Chair, Vice Chair, Secretary, and Treasurer) must be present in order for a quorum to be established. A quorum shall be determined and established at any time, during a meeting, that this rule is fulfilled and shall remain regardless of a board member leaving or departing the meeting prior to adjournment. A voting member of the Board is considered present and eligible to cast ballots if connected by conference telephone. In the event that said telephone connection is terminated, the quorum shall not be affected.

4.3. **Meeting minutes.** Minutes serve as the formal, continuous record of decisions by the Board of Directors, and therefore represent the history of the development of School policies. The Secretary shall take careful minutes, using the term "Resolved that," to clearly identify new decisions, including the appointment of Board members, new policies, and other decisions for action. Resolutions should be clearly set apart from items of discussion that do not culminate in a resolution. The Secretary shall note all points that are to be acted upon for future follow-up and review. Minutes shall record the date of the meeting, the members of the Board who attended, and the names of other persons who presented information at the Board meeting.

Participation by Telephone. Any one or more directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation by these means shall be deemed presence in person at the meeting.

6. **Conduct of the Board meeting.** Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. To the extent allowed under these Bylaws and by law, directors shall conduct business at every regular and annual meeting in accordance with *Robert's Rules of Order*, latest edition.

7. **Committees** may be formed at the discretion of the Board of Directors.

Article V Indebtedness

No indebtedness of the Corporation in excess of \$20,000 shall be incurred other than in the normal course of business, except as may be approved by resolution adopted by a majority of the directors in office.

Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times and upon such terms as the Board of Directors shall determine.

Article VI Contracts, Loans, Checks, and Deposits

6.1 **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

6.2 **Loans.** No loans shall be contracted on behalf of the Corporation, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

6.3 **Checks and Drafts.** All checks, drafts, or other orders for the payment of money, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, or employee or employees of the Corporation and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Directors. 25

6.4 **Deposits.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

Article VII General Provisions

7.1 **Seal.** The corporate seal of the Corporation shall contain the name of the Corporation and shall be in such form as approved by the Board of Directors.

7.2 **Waiver of Notice.** Whenever any notice is required to be given to any director by law, by the Articles of Incorporation, or by these Bylaws, a waiver thereof in writing signed by the director or directors entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

7.3 **Indemnification.** The Corporation shall indemnify its officers and directors to the maximum extent required or permitted by Part 5 of Article 8 of Chapter 55A of the General Statutes of North Carolina as from time to time amended, and such officers and directors shall be deemed to have relied upon this Part.

7.4 **Fiscal Year.** The fiscal year of the Corporation shall be as fixed by the Board of Directors.

7.5 **Amendment of Bylaws.** Except as otherwise provided by law, by the Articles of Incorporation or herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the directors then holding office at any annual or special meeting of the Board of Directors; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.

4. A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission. (See Bylaws above) **2.3 Organizational structure of the Board of Directors.** The structure of the Board shall be as follows:

1. Membership and appointment of Board members and officers. The founding members and officers of the Board shall be appointed collectively by the New Bern International Academy Development team, advisors, and consultants.

The Board shall be composed of at least **five and no more than 10 members**. The School Principal serves as a non-voting member of the Board.

Duties of the Chair of the Board. The Chair of the Board of Directors has a primary responsibility to ensure the steady progress of the School in accordance with national and local educational laws and the Charter of the School. The Chair presides at all Board meetings. The agenda for regular meetings is prepared by the Chair based on agenda items suggested by the principal of the School, members of the Board, members of the public or the School administration. The Chair acts as a facilitator to ensure that the discussion of agenda items proceeds in a timely manner. In the event that the Chair is unable to preside at a meeting, the Board shall be presided over by the following officers in the following order according to attendance: Vice Chair, Secretary, and Treasurer. If no officer is present to preside, a quorum is not considered established.

Duties of the Secretary. The Secretary shall notify Board members of all meetings of the Board. The Secretary shall record the minutes of all Board meetings and maintain complete records of all policy and planning decisions and perform a parliamentary review of said decisions, and amendments to said decisions. The Secretary shall be the custodian of the records, reports, certificates, and other official documents of the Corporation, and affix the Seal of the corporation to all legal documents executed by the Corporation. Board policy decisions and revisions shall be compiled by the Secretary in an official *Board of Directors Policy Manual*. The Secretary shall distribute copies of the minutes of each meeting to all members of the Board, the School Principal, and any members of the general public in attendance at regular board meetings.

5. Explain the decision-making processes the board will use to develop school policies.

The Board shall make decisions by majority vote of those present (see quorum above). Board members will be required to comprehensively and objectively consider each issue with the goal of reaching a decision on what will best further the goals of the School as a whole. Each member of the Board shall support publicly—to the parents, teachers, staff, and students—all Board-adopted policies.

6. Portray how the board will involve parents and community members in governing the school. Parents or guardians of each student as well as members of the community are important contributors to the complete learning of any young person. New Bern International Academy will:

- Form a parent organization that works in conjunction with staff and student government to continually improve the school.
- Offer parents and community members the opportunity to take part in the instruction of their child where feasible by allowing access to classroom activities both at the school and in the home
- Call upon appropriate community members to present their knowledge and experience in a given area to students in the classroom
- Encourage discussion among parents, community members, teachers and students in a forum setting so that each group may hear and better understand the other

7. Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

As an organization, New Bern International Academy will demonstrate effectiveness and viability by:

- Increasing enrollment by 20% annually until 500 student projection is reached.
- Maintain budgetary expenses within allocated financial limitations.
- Students will meet the required 95% attendance for AYP.
- Creating a parent organization.
- Becoming a School of Excellence with 90% proficiency or higher.

8. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

The Board will abide by the by-laws pertaining to conflicts of interest by reviewing the policy with any new members and their signature endorsing the policy (See details of policy above in bylaws)

E. **ADMISSIONS POLICY** (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Enrollment for the first school year will begin upon receiving the Charter with an open enrollment period. The exact dates of open enrollment in subsequent years will be determined by the Board of Directors in their January meeting each year. The open enrollment period will be approximately six weeks in length, during which time applications for admission will be accepted and students will be enrolled. All eligible students who apply will be enrolled until full enrollment is reached. If full enrollment is reached New Bern International Academy will conduct a lottery within each grade level, assigning a number to each applicant until all spots are filled. After all spots are filled, all other applicants will be assigned a number on a waiting list by the same procedure. During open enrollment, members of the School administration will provide informational meetings that have been well publicized in a variety of convenient locations in and around Craven County. These meetings will provide an overview of the School's mission and educational program, and other pertinent information for parents to make an informed decision about enrolling in the School. During this time, the parents or guardian of each student and/or new applicant will receive a copy of the School's *Student and Parent Handbook*

The lottery procedure will be as follows:

1. The lottery will take place as soon as allowed by DPI or annually in April as part of a meeting of the New Bern International Academy Board of Directors.
2. Eligible applications will have been sorted by grade level.
3. An index card bearing the name and grade level for the upcoming year of each applicant is made. Each card is placed in a large container that is labeled with the applicant's grade level.
4. A Board officer or designee draws index cards one by one with the Board secretary recording the lottery order number and names one by one on a ledger. The lottery order number is recorded on the child's application and lottery card. This process continues until all cards have been drawn and thus recorded. The remaining names will be placed on a waiting list in the order in which they were drawn.
5. The above process is repeated for each grade level.
- 6 The lottery cards, applications, and ledger are then double checked for accuracy.

After the initial enrollment, students are guaranteed their placement for the following year with new vacancies subject to the lottery procedures.

Note: If a lottery is held, all *wait-listed* applicants will be placed in the lottery for the following school year. The School administration will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant. The parent or legal guardian of each child chosen for admission must confirm the child's eligibility for enrollment within 14 days of receipt of the notice of acceptance.

Prior to admittance, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

- Copy of birth certificate
- Immunization record
- Social security number
- Records transferred from previous school with a signed release agreement.

No child may attend a school (Pre-K-12), whether public, private, or religious, or a day-care facility as defined in G.S. 110-86(3), unless a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152, is presented to the school or facility (G.S. 130A-155). "In North Carolina, every child present in this State shall be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenzae type B (Hib), red measles (rubeola), mumps, and rubella."

In addition, parents and students (new and continuing) will be asked to read and sign the *School-Family Agreement* to formalize their understanding of and common commitment to the mission and educational program of the School and the roles and responsibilities that are shared by the School, parents, and student in providing for each child's education. If the above steps are not completed, admission to the School will be forfeited and the child's name will be added to the general pool of applicants by grade level awaiting the next available lottery.

Completion of Enrollment. To complete the enrollment process, both new and continuing students must attend class at the beginning of the school year. The attendance policies to complete enrollment in New Bern International Academy include the following:

1. Each student must attend classes on the first day of school. If a student does not attend the first day of class, and the Principal has not received prior written notice and provided authorization for the absence, the child is at risk of losing his or her enrollment status, and the Principal may enroll another child from the waiting list.
2. The School will try and contact the parents of any child who is absent, however it is the responsibility of a parent or legal guardian to notify the Principal in writing in advance of any absence.
3. If a child is legally absent more than the first five days of school, **without prior written notification to and authorization by the Principal**, the child will automatically forfeit his or her space to the next child on the School's waiting list.

Note: Legal Absences include illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, religious holidays or observances, and valid educational opportunity with approval prior to the absence. The NCDPI does not consider a valid educational opportunity with approval prior to the absence an acceptable legal absence until after the child has attended school and completed enrollment.

Enrollment Preferences. Children of the New Bern International Academy's administration and staff may be granted priority for available openings. Priority may also be granted to children of the School's Board of Directors so long as they are limited to no more than ten percent (10%) of the School's total enrollment or to 20 students, whichever is less. Siblings of currently enrolled students, admitted in the current or previous year, will be given priority on a space available basis.

V. EDUCATION PLAN

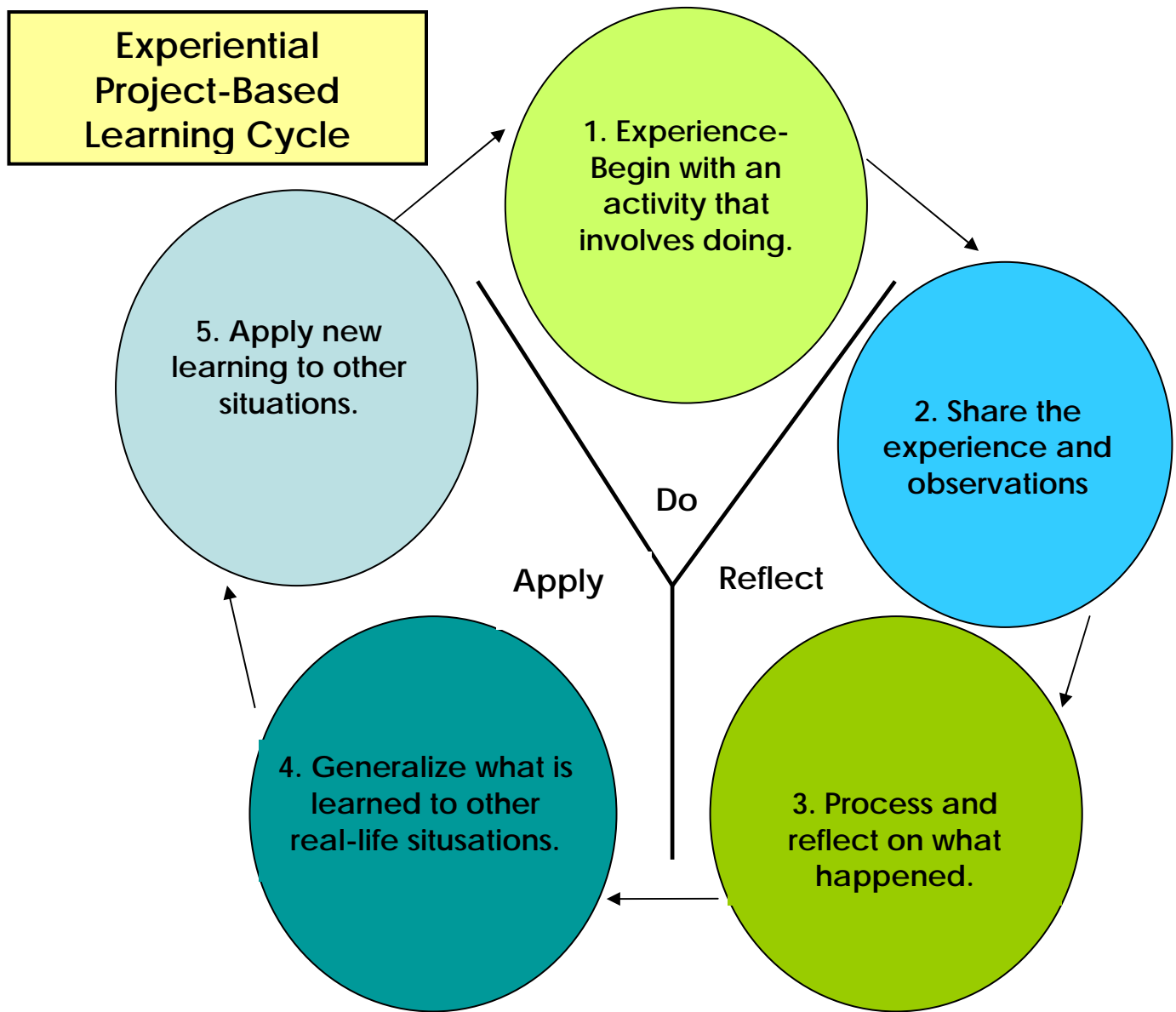
VI.

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use "same as LEA" or "whatever the law says". The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

1. Educational theory, foundation of the model and proposed innovative offerings. Our Mission is to engage and inspire learners with critical thinking, teamwork, and exploration of academic excellence while they achieve international understanding and global responsibility. New Bern International Academy's educational model is built upon a holistic, experiential approach to 21st Century learning. Instruction, presented in an integrated, thematic approach, can be easily diversified to meet individual needs. This global perspective offers a multitude of authentic opportunities for higher levels of learning. It is our belief that higher expectations, in a cooperative, exploration of the curriculum leads to higher level of academic success



Each academic quarter will be organized around the following global themes:

1st. Quarter: Creating Global Citizens (Who we are)

2nd. Quarter: Making Connections around the World (Where we are in place and time)

3rd. Quarter: Exploring Systems in the World (How the world works)

4th. Quarter: Caring for the Planet

New Bern International Academy's interdisciplinary, international focus and thematic, project-based instruction will improve student learning. Brain research indicates that learning is facilitated and deepened when new knowledge is embedded into integrated contexts. Students will be prepared for the 21st Century by being able to think critically and see the connections among the curricula and the real-life relevance of their learning. Teachers become facilitators to learning

and coach students to higher levels of academics. Students will use common productivity tools such as Word, Excel, Power Point, Web 2.0 and the Internet to research, collaborate and evaluate information. Using these tools will prepare students both for higher learning and a future in the work force. While using the latest technology in a well equipped classroom, students will integrate the use of this technology as they practice writing, communication, and decision making under the supervision of educators. Technology is also used as the vehicle used to transport the classroom anywhere in the world. The global, multicultural focus of our curriculum opens students' awareness to the diversity, as well as, our common attributes. Learning becomes a positive experience, driven by the students' innate curiosity and joy of academic success.

2. Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

Innovative teaching methods

The educational innovations offered at New Bern International Academy are carefully integrated into a coherent educational program. Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- Language arts—Students will experience literature from around the world.
- World languages--A second language will be taught to all students to give them a means to communicate with other cultures.
- Arts—The Arts will be incorporated into all aspects of the learning experience.
- Mathematics—The foundation of mathematical thinking crosses all subject areas with critical thinking and problem solving.
- Science—Caring for our planet is integral for preserving it for generations to come. Studying science and participating in real-life explorations will provide a greater understanding and appreciation for where we live.
- Economics—Learning how economics affects and drives the world's systems is essential in moving toward future ready students. In addition, financial literacy is a life-long skill that all students should know for their future success in life.
- Geography—Knowing where we are and where others live expands our student's horizons. Diversity and cultural awareness will help our students to become the global citizens of the future.
- History—The old saying goes, "Those who do not remember the past are condemned to repeat it." This adds to the depth and context of understanding the present.
- Government and Civics –Knowing how our government works and our individual rights helps create a strong democratic society.

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary ideals into core subjects:

- **Global awareness Health literacy**
- **Financial, economic, business and entrepreneurial literacy Civic literacy**
- **Environmental literacy**

Innovative teaching methods include:

Individual Learning Plans identify students' learning styles, interests, strengths, specific needs, and personal goals, equipping the teaching team with in-depth information needed to differentiate instruction.

- **Experiential learning** that provides authentic, problem-based inquiry designed to engage all learners.

- The unique, international perspective infused into the curriculum accommodates an interdisciplinary, thematic model with a structured, inquiry approach to teaching.
- 21st skills
- The use of technology and online learning opportunities will increase the environmental stewardship of this school by reducing the need for paper.
- Students will be directly involved in a school garden and ongoing recycling projects that promote global responsibility.

Each of the above elements contributes to the whole educational program and the holistic development of students.

3. Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.

State Board of Education Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 1: New Bern International Academy will produce globally competitive students

Objective 1 Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.

Objective 2 Learning Exploration Fair-Students display and verbally discuss global projects.

State Board of Education Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 2: New Bern International Academy will be led by 21st Century professionals.

Objective 1 Hire high quality teaching professionals

Objective 2 Create Professional Learning Communities

Objective 3 Provide high quality staff development

Objective 4 Measure teacher ability to implement 21st Century curriculum through evaluation process.

State Board of Education Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 3: New Bern International Academy students will be healthy and responsible.

Objective 1 Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.

Objective 2 The school provides an environment in which each child has positive, nurturing relationships with caring adults.

Objective 3 The school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

Objective 4 The school focuses on developing strong student character, personal responsibility, and community/world involvement.

State Board of Education Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 4: New Bern International Academy Leadership will guide innovation

Objective 1 School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.

Objective 2 School leaders will create a culture that embraces change and promotes dynamic continuous improvement

Objective 3 Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and other community and civic organizations to impact student success.

Objective 4 School professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students

State Board of Education Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Goal 5: New Bern International Academy will be governed and supported by 21st Century systems.

Objective 1 Twenty-first century technology and learning tools are available.

Objective 2 Data will be used to guide decision-making

4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school). By our second year New Bern International Academy will have its first grade 9 classes for its high school, and will address the NC Graduation Requirements for Future Ready students. Eventual graduates of New Bern International Academy will meet the College/University requirements. New Bern International Academy will implement the block or modified block system for grades 9-12, and is considering virtual Advanced Placement courses in each subject area.

FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2012-2013 and beyond. In order to graduate and receive a high school diploma students shall pass as defined in State Board of Education Policy GCS-L-004 (High School Transcript) the Future-Ready Core course of study, meet proficiency standards defined in State Board of Education Policy GCS-N-003. (Note: The Occupational Course of Study is available for those students with disabilities who are specifically identified for this program.)

FUTURE-READY CORE COURSE OF STUDY. (22 credits)

4 English

4 Math

3 Science

4 Social Studies

6 Electives

1 Health/Physical Education

5. The school calendar (must provide instruction for a minimum of 185 instructional days)
(*G.S.115C-238.29F(d)(1)*) and how it coincides with the tenets of the proposed mission.

Calendar is attached

6. A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

- a) Learning Styles Inventory/multiple intelligences will be used to identify optimal learning methods. This will help teachers present curriculum to the most effective modality of learning.
- b) Iowa Test of Basic Skills for entering students in grades 6-8 used to assess current strengths and needs of each student. This will assist teachers in making individualized decisions regarding instruction.
- c) Teacher-made formative/summative assessments that will gauge ongoing student progress. Instruction can then be modified to meet the needs of the students.

7. Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section. With the Legislative cuts to eliminate staff development, we have to be creative with the \$2500 allocated toward staff development. The School's professional training programs in thematic project-based instruction and integrated international education are essential to effectively introduce these innovative approaches. New Bern International Academy will provide all staff members with sufficient and appropriate professional development so that they may afford students knowledgeable teaching techniques. Teachers will work together as a Professional Learning Community in order to improve learning through their individual strengths in various learning areas. Free resources on the internet and through the Department of Public Instruction will help fill in any gaps in teacher learning. Additional staff training is structured throughout the year on scheduled work days to reinforce the new 21st Century skills.

8. An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly. New Bern International Academy will be using a *Response To Intervention* model for students not performing at expected levels. This involves a three tier structure to identify and monitor student progress. Students are initially screened for strengths and weaknesses using the Iowa test of Basic Skills.

Tier 1

The first tier states that all students receive core classroom instruction that is differentiated and utilizes strategies and materials that are scientifically research-based. Assessment in the classroom should be ongoing and effective in that it clearly identifies the strengths and weaknesses for each learner. Any necessary interventions at this level are within the framework of the general education classroom and can be in the form of differentiated instruction, small group review, or one-on-one remediation of a concept.

Progress monitoring in Tier 1 uses universal screening assessments to show individual student growth over time and to determine whether students are progressing as expected. In this process, data are collected, students are identified using benchmark scores, and measurable goals are set for the next data collection point for those who display difficulties. The team then follows a problem-solving process to determine interventions for at-risk students that will work within whole-class instructions. The classroom teacher implements the interventions, observations are conducted to ensure the fidelity of the classroom instruction, and the problem-solving team periodically reviews the progress of students.

Tier 2

In the second tier, supplemental interventions may occur within or outside of the general education classroom, and progress monitoring occurs at more frequent intervals. Core instruction is still delivered by the classroom teacher, but small groups of similar instructional levels may work together under a teacher’s instruction and/or guidance. This type of targeted instruction is typically for 30 minutes per day, two to four days per week, for a minimum of nine weeks. This targeted instruction may occur in the general education setting or outside in a smaller group setting with a specialized teacher (such as a Literacy Support teacher for struggling readers).

In Tier 2, the main purpose of progress monitoring is to determine whether interventions are successful in helping students learn at an appropriate rate. Decision rules are created to determine when a student might no longer require extra interventions, when the interventions need to be changed, or when a student might be identified for special education.

Tier 3

Tier three is for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. This type of targeted instruction is delivered for a minimum of two 30-minute sessions every day for nine to twelve weeks. The interventions in this tier may be similar to those in Tier 2 except that they are intensified in focus, frequency, and duration. The instruction in Tier 3 is typically delivered outside of the general education classroom. Programs, strategies, and procedures are designed and employed to supplement, enhance, and support Tier 1 and Tier 2 instruction by remediation of the relevant area and development of compensatory strategies. If Tier 3 is not successful, a child is considered for the first time as potentially having a learning disability.

9. Details in how the proposed charter plans to involve parents and community members within the school. Parents are a vital part of their child’s learning experience. In providing a holistic, 21st Century approach, it will be necessary to seek out parent “experts” in various fields in order to seek answers to project questions. Parents will be encouraged to volunteer a minimum of four hours per semester to provide tutoring or assist students with projects. Parents will also be vital in fundraising and promotional efforts. New Bern International Academy will implement a Parent Organization whose purposes are as follows:

- **Help all families establish home environments to support children as students.**
Parent education or training for parents on how to assist their children.
Family support programs to counsel and assist families with health, nutrition, and other services.
- **Help design effective forms of school-to-home and home-to-school communications about school programs and children's progress.**
Conferences with every parent at least once a year.
Regular schedule of useful notices, agenda notes, phone calls, newsletters, e-mail and other communications.
- **Recruit and organize parent help and support.**
School and classroom volunteer program to help teachers, administrators, students, and other parents.
Parent room or family center for volunteer work, meetings, and resources for families.
Online calendar to identify all available talents, times, and locations of volunteers.
Organize and participate in fundraising activities
- **Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.**
Information for families on skills required for students in all subjects at each grade.
Information on homework policies and how to monitor and discuss schoolwork at home.

Family participation in setting student goals each year.

- **Include parents in school decisions, developing parent leaders and representatives.**
Active parent organization, advisory council, or committees for parent leadership and participation.
Advisory committees to assist and work for school reform and improvements.
Networks to link all families with parent representatives.
- **Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.**
Information for students and families on community health, cultural, recreational, social support, and other programs/services.

10. *Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.*

Gifted Students: When learning is relevant and connected to real world issues, gifted students find value in what is being studied. By infusing lessons with 21st century skills, gifted students make these vital connections among disciplines and to their lives. At New Bern International Academy, our project-based learning provides opportunities for differentiation to meet the needs of all students. All students will be screened during orientation through learning styles inventories, multiple intelligences, and achievement assessments to identify individual strengths and needs. In keeping with North Carolina Statutes, New Bern International Academy will inform its parents of services available to gifted students. Teachers or parents who believe that a student is gifted will refer that student for a Gifted Evaluation. Parents/guardians will also be notified at least 10 school days prior to conducting a Gifted Evaluation.

The Gifted Evaluation will be completed by the Gifted Team and will include sufficient information to make a determination as to whether a student is gifted and in need of specially designed education. The Gifted Evaluation may include, but is not limited to, ability tests, nationally normed and validated achievement assessments, individualized achievement assessments, class work samples, curriculum based assessments, cumulative review tests, performance based skills as demonstrated in portfolios, products, projects, competitions, or other demonstration of skills, teacher observations, noteworthy achievements, and parental input. Following its evaluation, the Gifted Team will prepare a Written Report, including recommendations as to whether a student is gifted and in need of specially designed instruction. The written report will become the basis for the Gifted Education Program team's determination as to whether the student is gifted and in need of specially designed instruction. New Bern International Academy will appoint a Gifted Education Program team to review the team's recommendations. If the team determines that a student is gifted, it will develop an individualized plan for that student. This program may result in the adaptation or modification of the general curriculum, including compacting learning experiences, accelerating the student, or placing the student in more than one grade level.

ESL Students: If the student is identified as a language minority, he or she will be administered the state-identified English language proficiency screener or test to determine potential LEP identification. According to State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the W-APT. If a language minority student enrolls at the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent will be notified within 30 calendar days of enrollment of the student's eligibility for ESL services. If a language minority student enrolls after the beginning of the school year, he or she will be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent must be notified within 14 calendar days of enrollment. (Note: Kindergarten students enrolling at or during the first semester will only be administered the listening and speaking portion.)

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then staff will obtain test results from the other school to determine the student's LEP status. ESL staff will confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC). If the student is identified as LEP based on performance on the W-APT, then ESL staff will document the identification and the appropriate language instructional program goals in the LEP plan/documentation. The LEP plan/documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible. Once identified as Limited English Proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs®.

11. **Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school**

Extracurricular activities provide students with an exciting opportunity to participate in a variety of multi-cultural, civic and leadership activities and clubs. The intended location of the school is within three blocks of the Craven County Recreation Park with year-round access to outdoor sports. There is a gymnast studio within two blocks. Other possible extracurricular activities include ropes teambuilding courses, visits to the state tourist sites, music lessons, guest speakers and sports events.

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

All children deserve the very best education in the least restrictive environment. New Bern International Academy's format is designed to allow for individual learning differences through the use of differentiated instruction. New Bern International Academy will follow policy to provide the least restrictive environment for each EC student. Students served under the terms of an IEP will be reviewed on an annual basis or as needed by changing circumstances. However, if any student with disabilities is determined to need specialized services through their IEP, we will honor the extensive legal and procedural rights of parents and students to be consulted in and involved with all aspects of the IEP processes. It is our plan that Special education teachers will work together individualizing the curriculum to meet the unique needs of each student. We will provide a special education program in accordance with the current federal and state regulations. Related services will be designed to enable the child to participate in or access his or her program of special education. Examples of related services will include but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. The school will timely provide instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

Individualized Education Program

The student's program will be described in writing in an individualized education plan, or "IEP," which will be developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child will have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP will be revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs will contain, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress. New Bern International Academy will invite the child to the IEP team meeting starting at age fourteen at which time; a transition plan will be developed. For children aged sixteen and older, the IEP will include an appropriate transition plan to assist in the attainment of post-secondary objectives.

Screening for services

Screening activities will often be undertaken before New Bern International Academy refers children for a multidisciplinary team evaluation. When concerns are raised either by school staff or parents warrant screening, the child will be referred to a Student Assistance Team. The Student Assistance Team will be responsible for assessing the current achievement and performance of the child, for designing school-based interventions to address concerns raised, and for assessing the effectiveness of those school-based interventions. If the concern that resulted in the referral can be addressed without special education services, or is the result of the lack of English proficiency or appropriate instruction, the Student Assistance Team will recommend interventions other than multidisciplinary team evaluation. Parents nevertheless will have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. When screening indicates that a student may be eligible for special education, New Bern International Academy will seek parental consent to conduct an evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services needed by the child. The term evaluation refers to procedures used selectively with an individual child and does not indicate basic tests administered to or procedures used with all children. Before New Bern International Academy will proceed with the evaluation, it will notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the

proposed testing and assessments and has returned the notice to the school. Once parental consent for evaluation is obtained, New Bern International Academy has timelines and procedures specified by law that it will follow.

The evaluation to be conducted by an Individualized Education Team will include a regular education teacher, a special education teacher, other qualified professionals who work with the child, and the parents. The process will be conducted in accordance with specific timelines. Parents who think their child is eligible for special education may request, at any time, that the New Bern International Academy conduct an evaluation. If a parent makes an oral request for an evaluation, New Bern International Academy will provide the parent with a form for that purpose to be in writing. The parents will have the right to an impartial hearing or through voluntary alternative dispute resolution such as mediation for irresolvable differences in the outcome of the evaluation process. **Timeline: New Bern International Academy will determine if a child is a child with a disability within 90 days of written referral.**

IEP Team

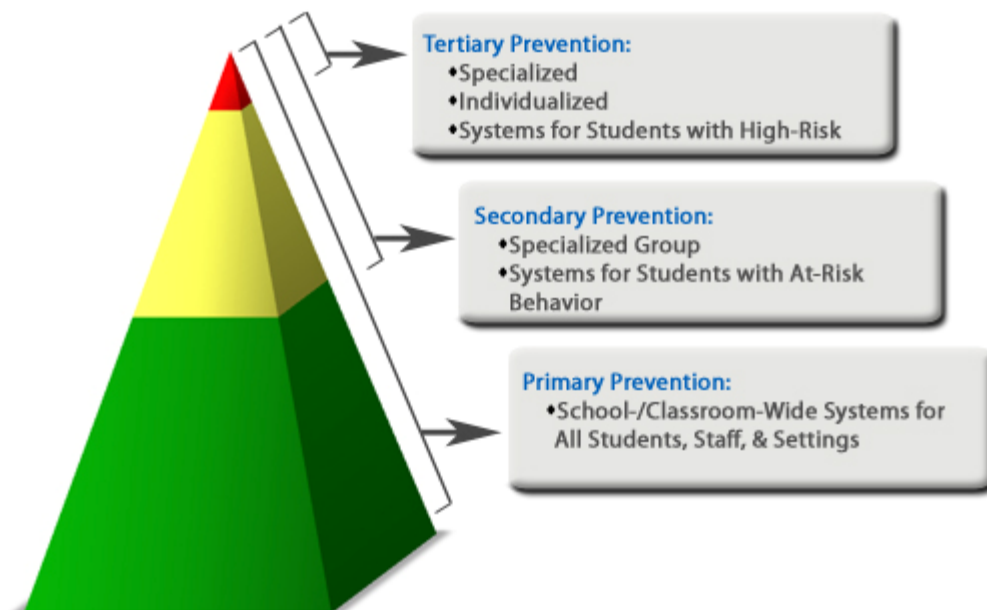
The determination of whether a student is eligible for special education will be made by an Individualized Education Program (IEP) team. A single test or procedure will not be the sole factor in determining that a child is exceptional. The IEP team will include: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the school; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. If the student is determined to be eligible for special education, the IEP team will develop a written education plan called an IEP. The IEP shall be based in part on the results of the evaluation process. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education can be developed.

All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Continuum of School-Wide Instructional & Positive Behavior Support



Overview of School Policies for Student Discipline. New Bern International Academy will provide students and their parents with a comprehensive set of student discipline policies that will be printed and distributed as part of the School's *Student and Parent Handbook* (included in Appendix). These policies will clearly describe the School's expectations regarding all aspects of student behavior, mutual respect between students and teachers, attendance, substance abuse, violence, safety, and study habits. Each student and his or her parent or legal guardian will be required to verify that they have reviewed and understand the policies prior to enrollment in the *School-Family Agreement* (Appendix). In addition, the School Principal, Assistant Principal, and faculty will ensure that the School Rules and student discipline policies are followed and consistently reinforced throughout the school. The school will use Positive Behavior Interventions and Supports as a school-wide model for the decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Core Principles of PBIS⁷

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. **Intervene early.** It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
4. **Use research-based, scientifically validated interventions to the extent available.** No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

School-wide behavioral expectations are clearly defined.

School-wide behavioral expectations are taught.

Appropriate behavior is reinforced.

Behavior errors are corrected proactively.

Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work,

⁷ http://www.pbis.org/school/primary_level/default.aspx

recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Consequences for Appropriate Behavior. It is our belief that appropriate behavior should be taught. Expectations of appropriate behavior vary depending upon the environment. The expectations for appropriate restroom behavior are different from appropriate behavior in the Cafeteria. Most children can transition to different areas appropriately; however, some children need to be taught what to do in the various environments. Our school will recognize and reward positive academic and social behaviors with social events held on a quarterly basis.

Consequences for Inappropriate Behavior. Students from time to time may need strong consequences for their behavior. When consequences are applied, the intent is to have them be “natural” consequences, closely related to the inappropriate behavior. For example, if a student got a referral for making a mess in the cafeteria, then the natural consequences for that behavior would be to clean up the cafeteria. Property destruction would result in possible repair or restitution. There will be a continuum of interventions available to address minor and major behaviors. These are typically administered by the classroom teacher or the entire teaching team. Minor problem behaviors can be discussed at the team level to determine strategies for improvement (Primary Prevention level). Major behaviors may require immediate suspension prior to being referred to the Behavior Support Team.

New Bern International Academy does not allow the use of corporal punishment, but in extreme situations where a student exhibits behavior that is dangerous or destructive to him/her or others, as a last resort, the student may have to be physically restrained and/or isolated from peers.

School Procedures Following Inappropriate Behavior. The procedures outlined below are designed to enrich the alertness of the students and their respect for teachers in order to maximize the quality and depth of education. If interventions at the classroom level have not been successful, the student will be referred to the Behavior Support Team and placed on probationary status (composed of the Assistant Principal, faculty member, and parent) for Level 1 status. The Behavior Support Team will create an intervention plan to help student become successful. This plan will be monitored and data collected indicating positive or negative changes to behavior.

Discipline Level 1 Actions resulting in a student being in Level 1 status involve behaviors that strongly or frequently interfere with the progress of the student, the classroom, or the school environment. Examples include, but not limited to: disrespect for a teacher or administrator, repeated disruption of class, repeated lack of class preparation, repeated uniform violations, inappropriate language, insulting or intimidating classmates, minor damage to property, significant fatigue or lack of attentiveness, truancies, etc.

Consequences: Parents will be notified of the issuance of the Level 1. In most cases there will be disciplinary consequences in addition to the assignment of this status. The consequences can include after-school sessions, letters of apology, restrictions from extracurricular activities, special assignments, etc. If the teacher or administrator observes substantial improvement after the defined time frame determined by the team, the student and their parents will be notified by the teacher or administrator that their disciplinary status has been revoked.

Discipline Level 2. Actions resulting in a student receiving Level 2 status include continuing the actions that led to receiving a disciplinary action, or any other significant actions that are damaging to the student’s physiology, to others, to property, or to the environment. Included in this category are extremely disruptive classroom behaviors such as profanity, blatant disrespect/defiance, possessing, being in the presence of or using tobacco, alcohol, or drugs, a habit of truancies, or infractions of civil or criminal laws.

Consequences: A Level 2 status indicates that the Behavior Support Team will structure an integrated program (Secondary level on the PBIS pyramid) to help the student improve, and that one or more additional significant mistakes will result in removal of the student from a particular class or expulsion from School.

Note: New Bern International Academy does not allow the use of corporal punishment, but in extreme situations where a student exhibits behavior that is dangerous or destructive to him/her or others, as a last resort, the student may have to be physically restrained and/or isolated from peers.

If necessary, the Principal may also impose a short-term suspension of the student, prior to a Behavior Support Team meeting. As part of the Behavior Support Team meeting, the School will provide a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to recommending to the Principal that the student be long-term suspended or expelled.

Other actions may include written or verbal apologies, after-school sessions, suspension (in-school or out), restriction of extracurricular involvement, required adjustment of daily routines, supervised work detail, advice to the teacher on how to

manage the student more effectively, transferring the student to another class, transferring the student to another program in or outside the School, and directing the student to receive additional testing and/or services that the School or LEA has to provide. It may be necessary to determine if a disability is present.

Discipline and Students with Disabilities

Discipline for students with disabilities is specifically delineated in IDEA 2004. PBIS is the only approach to addressing behavior that is specifically mentioned in the Individuals with Disabilities Act (IDEA) in 1997. This emphasis on using functional assessment and positive approaches to encourage good behavior remains in the current version of the law as amended in 2004. Students who have been diagnosed with disabilities will be referred by the Behavior Support Team to the appropriate program or services. In compliance with state and federal laws and NCDPI guidelines for exceptional children, New Bern International Academy administrators will be in constant communication with parent(s) or guardian through every phase of the disciplinary process. The student will be granted all due process procedures established by state and federal law and the State Board of Education. Should the student be removed from the school upon the 11th day (or subjected to a series of removals that constitute a pattern), The IEP team will meet to determine whether or not the infraction is a manifestation of their disability. When a student is recommended for suspension for a disciplinary infraction involving drugs, weapons, or serious bodily injury, a school administrator may remove the student to an alternative educational setting for up to 45 school days or follow normal disciplinary procedures providing services beginning on the 11th day of suspension.

If the teachers and administrators observe substantial improvement, the student and parents will be notified by the Assistant Principal that the Level 2 status has been revoked, and that the conditions of the Level 1 status are in effect.

Discipline Level 3. School Expulsion. The Behavior Support Team and the Principal will meet to consider expulsion from the School in any other following circumstances:

- The student continues, after interventions have been implemented, the inappropriate behaviors that resulted in the assignment of the Probation status,

or

- The student engages in other very serious behaviors such as distribution of controlled substances or any other behavior that is a serious threat to the welfare of the student, members of the student body, the faculty, the staff, the School, or the community.

Note: In accordance with Federal law, any student found carrying a weapon onto school grounds may warrant an immediate expulsion of no less than 300 days from school.

The Behavior Support Team and the Principal will determine whether to modify the consequences assigned under the Level 2 status of the student, or to expel the student from the School. The Board of Directors may also review determinations by the Behavior Support Team.

New Bern International Academy will not expel students for academic reasons. It is in keeping with the School's philosophy to work with students to improve both academic and behavioral difficulties, with the exceptions noted above. However, if a situation arises where a student will not cooperate with teachers or administrators to the extent that the purposes of the School are disrupted and are not serving the student, then the student may be suspended or expelled.

Students who are suspended or expelled from school are required to remain off the School grounds for the duration of the assigned time of suspension or expulsion. During the suspension or expulsion he or she may not attend school activities on or off the School grounds.

If the School suspends or expels a student, it will promptly inform the LEA in which school the student would be otherwise assigned, including the student's name, special education status, length of suspension/expulsion, and the circumstances giving rise to the suspension/expulsion.

Note: If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws

Parent Appeal Process

Students at New Bern International Academy who violate school rules and/or educational policies are subject to disciplinary action. Such infractions and resulting consequences are described in the Student Handbook and it is the responsibility of the parents/guardians and students of New Bern International Academy to be familiar with these policies. A student and his/her parent have the right to request an appeal regarding the discipline imposed. The outcome of the appeal is decided upon by the New Bern International Academy Principal. If such an appeal is desired, the following process must be followed:

Step 1. Conference with the Administrator. If he or she finds an **error in enforcing the rules or policies or due process was not followed**, the Administrator has the authority to overturn or amend a disciplinary action on site. If it is determined that there was not an error in enforcing the rules or policies or due process was followed then the disciplinary action stands.

2. If the disciplinary action recommended is long-term suspension or expulsion then the parent can appeal the recommendation to the Board of Directors in writing within **five school days**. The appeal must be based on fact, include all supporting documents and state the reason for the appeal and it must be signed, dated and submitted in writing. This appeal must be presented to the Principal within five school days after the Administrative Conference. Appeal can only be based upon non-violation of rules/policies or an administration error in due process.

3. The New Bern International Academy Board of Directors will read and review all written requests for appeal. The Chairman of the Board will decide whether or not to hold the appeal. If the decision is made that a hearing is in order, the Principal will contact the parent and set up a meeting with the Board of Directors. If after a review of the appeal(in closed session due to confidentiality) it is determined that there is insufficient grounds to overturn the disciplinary action, the Principal will notify the parent of the hearing results and the student will have to follow the disciplinary action originally decided. If it is determined that the Administrator made an error in enforcing the rules or policies or due process, then the disciplinary action will be overturned and the student allowed to return to school.

Parents may appeal an expulsion in writing within 5 days by presenting their case to the Board of Directors in a closed session due to confidentiality and personnel issues.

TIMELINES Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks .

The founders of New Bern International Academy have developed a strict timeline for the opening of school. Our research into startup is thorough and on-going. All major stakeholders have been utilized – community, business and financial. We have researched other start up Charter Schools and complied with all NCDPI suggestions and requests. All major tasks are identified, and the responsible individuals identified and placed in the timeline.

April 2012 –

1. Review Charter application for areas of improvement-All
2. April 13--Submission to NCDPI--King

May 2012

1. Set up informational website--King

July 2012 (Charter has been approved)—May 2013

1. Begin Registration Process – Ruger, King, Infinito
2. Begin Marketing Plan – All Board Members
3. Advertise and begin interviews for staff – Ruger, King
4. Continue work on curriculum development and vertical alignment – Ruger, All
5. Begin scheduling staff development – King

6. Board workshops on Roles and Responsibilities - Kemble, King

7. Begin applying for Grants – All

June 2013

1. Sign lease agreement facility and location Secure funding for any building renovations – King, Godley

2. Retain Attorney and C.P.A– Kemble, King

3. Set up financial systems, bookkeeping – Godley, Harris, King

4. Continue Registration – Ruger, King, Infinito

5. Continue Marketing Plan – Ruger, All

6. Advertise/Recruit/Interview process for staff –, King, Ruger

7. Continue curriculum design and implementation - Ruger, All

8. Continue Board workshops – Policy and Governance - Kemble, King, NCDPI

9. Continue to apply for Grants – Ruger, King, Infinito, Wilcutt

10. Begin building renovations/order desks/supplies – Godley, King

11. Order software for clerical staff/textbooks and support materials – Godley, King

12. Purchase buses (See Transportation)--King

13. Continue Fund raising – New Bern International Academy Foundation - Ruger, King, All

14. audit enrollment – Ruger, King, All

15. Continue Marketing Plan – Ruger

16. Continue curriculum design and implementation - Ruger, All

17. Continue Board workshops - revisit Mission/Vision - Kemble, King, NCDPI

18. Continue to advertise/recruit/interview process for staff – Ruger, King, Ruger

19. Continue to apply for grants – Ruger, King, Infinito, Wilcutt

20. Monitor/adjust facility renovations – Godley, King

21. Continue Registration – Ruger, King, Infinito

22. Continue Fund Raising –Ruger, King

23. Audit Enrollment – Ruger, King, Ruger, All

July

1. Continue Marketing Plan – Ruger

2. Continue curriculum design and implementation – Harris, King, All

3. Continue Board workshops – Kemble, King, NCDPI

4. Continue to advertise/recruit/interview process for staff - Ruger, King, Ruger

5. Continue to apply for Grants – Ruger, King, Infinito, Wilcutt

6. Monitor/adjust facility renovations – Godley, King

7. Continue Registration – Ruger, King, Infinito

8. Audit Enrollment – Ruger, King, All

9. Continue Fund Raising –Ruger, King

10. Complete facilities renovation – begin preparing class rooms/offices – Godley, King, All

11. Continue Marketing Plan – Ruger

12. Continue Board workshops – school start up – Kemble, King, NCDPI

13. Begin hiring of staff – contracts (Attorney), King, Ruger

14. Approval of Contracts – Board – Kemble, King, Harris

15. Continue to apply for Grants – Ruger, King, Infinito, Wilcutt

16. Install supplies - All

19. July 29 last day to enroll - All

20. Pacing Guides complete – King

August –

1. August 1, Lottery if needed - All

2. Prepare Building/class rooms/offices for opening of school - All
3. August 20 Master schedules complete –student schedules/room assignments ready for pick up and mailing - All
4. August 19 – 23 Staff reports to work – orientation, All –Staff Development – 21st Century Learners, Global Education, PBIS, curriculum mapping – horizontal – vertical King, All
5. August 23 Open House/Parent Meeting/workshop – Board, Ruger, King, Ruger, All
August 26 School Opens – Classes Begin
6. August 26,27,28 Staff Development after school - Incorporating the project-based learning practices into the Core Curriculum and Essential Standards.

VII. BUSINESS PLAN

PROJECTED STAFF:

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Also include the following information for the proposed charter school:

Process to advertise for and employ staff of the school

Faculty and staff will be recruited through the use of online job search engines and job postings on respected employment sites, such as the websites for the North Carolina Department of Public Instruction and the local school district. The use of traditional and electronic media to advertise employment opportunities will be put into effect in a timely manner. The school will connect with local college career services and the University of North Carolina system to relay applicable information to educators and staff seeking employment. Further investigation into the VIF program is recommended to ensure high quality educators are available for employment. Job descriptions will be carefully and thoroughly constructed to ensure teachers and staff are well informed of position expectations as well as school policies, procedures and standards. Each staff member will be selected based on his or her accreditation and qualifications for the applied position.

- **Procedures for grievance and/or termination**

Before filing a grievance, you can try to resolve the issue through an informal conference with the teacher or administrator involved. Take a parent or friend along, and make a written record of the conference, including the date, time, place, who was there, and what each person said.

- **Level One:** The grievant may initiate a formal grievance by obtaining a grievance form from the secretary at the school site, filling out the form, and providing a copy to his/her supervisor. The grievant shall specify on the form the facts supporting the grievance, the specific law, policy, or regulation alleged to have been violated or unsafe working condition, and the relief requested. The supervisor shall make every effort to meet with the employee within five (5) days of receiving the written grievance. The supervisor shall further make every effort to provide a written response to the employee's grievance within five (5) days of the Level One meeting, not to exceed ten (10) days. If the employee is not satisfied with the decision rendered, the employee may appeal the grievance to Level Two
- **Level Two:** If the grievance is not resolved at Level One, the employee shall file a written appeal specifying with particularity the reasons for the appeal. The appeal shall be filed with the Principal within five (5) days of receiving the supervisor's written response. The employee shall designate at that time his/her request to have the grievance heard by the Principal. The Principal shall make every effort to meet with the employee within five (5) days of receiving the written grievance. The Principal shall further make every effort to provide a written response to the employee's grievance within five (5) days of the Level Two meeting, not to exceed ten (10) days. If the employee is not satisfied with the decision rendered, the employee may appeal the grievance to Level Three
- **Level Three :** If the grievance is not resolved at Level Two, the employee shall file a written appeal specifying with particularity the reasons for the appeal. The appeal shall be filed with the Chairman of the Board within five (5) days of receiving the Principal's written response. The employee shall designate at that time his/her request to

have the grievance heard by the School Board. The Chairman of the Board shall make every effort to meet with the employee within five (5) days of receiving the written grievance. The Chairman of the Board shall further make every effort to provide a written response to the employee's grievance within five (5) days of the Level Three meeting, not to exceed ten (10) days. The decision of the School Board shall be final. The Level Two decision will be reversed if the decision was:

- In violation of constitutional provisions;
 - In excess of the statutory authority or jurisdiction of the school;
 - Made upon unlawful procedure;
 - Affected by other error of law;
 - Unsupported by substantial evidence in view of the entire record as submitted;
 - or Arbitrary or capricious.
- Terminations:
 - All actions for dismissal shall be conducted in accordance with state law.
 - Sample employment policies to be implemented by the proposed charter school
 - This is a complex and detailed task that involves legal counsel.
Existing policies from other School Boards will be studied, adopted by the school Board, and presented to our lawyer for legal expertise.
 - Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.
Not Applicable
 - Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.
 - NC Employee Benefits manual: <http://www.ncpublicschools.org/docs/humanresources/district-personnel/key-information/information/policymanual.pdf>
 -

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Required Documentation for Employment. To be considered for employment at New Bern International Academy, prospective employees are required to complete and submit an application package to the School Principal that includes the following:

- W-4 and I-9 forms
- Personnel Application
- Set of fingerprints
- Health Certificate
- TB Test Results
- Curriculum Vitae or Resume
- Transcripts
- Three References
- Current North Carolina Teaching Credential (faculty)
- Sample Lesson Plan (faculty)
- Two Valid Forms of Identification

Criminal Background Checks. In accordance with 115C-238.29K(c), the School Board will require New Bern International Academy's employees to check references for prospective employees and will use fingerprints submitted to conduct a background check through the North Carolina Department of Justice's criminal history records. All the information received by New Bern International Academy in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the School Board. The cost for conducting criminal history checks will be born by the

School. New Bern International Academy will not hire individuals who have a "criminal history" which is defined as a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

Principal

Section 2.04 Education/Certification:

Master's degree in School Administration
Principal certification

Section 2.05 Special Knowledge/Skills:

Working knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to manage budget and personnel
Ability to coordinate campus functions
Ability to interpret policy, procedures, and data
Strong organizational, communication, public relations, and interpersonal skills

Section 2.06 Experience:

Five years experience as a classroom teacher

Section 2.07 Two years experience as Assistant Principal or Principal

Assistant Principal

Section 2.08 Education/Certification:

Master's degree in School Administration
Principal certification or ability to obtain certification within school year.

Section 2.09 Special Knowledge/Skills:

Working knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to manage student discipline
Ability to coordinate student services
Ability to interpret policy, procedures, and data
Strong organizational, communication, public relations, and interpersonal skills

Section 2.10 Experience:

Five years experience as a classroom teacher

Data Manager/Treasurer

Section 2.11 SUGGESTED TRAINING AND EXPERIENCE

Graduation from a two year college or technical school majoring in a computer related field or administrative office support, and at least two years of job-related work experience, one year of which includes data entry as a Student Information Data Manager; or an equivalent combination of education and experience.

Section 2.12 KNOWLEDGE, SKILLS AND ABILITIES

Strong analytical skills
Ability to work with a high degree of accuracy
Considerable knowledge of computers, peripherals, and various operating systems
Ability to independently exercise judgment in selecting and implementing procedures and analyzing data
Advanced skills in the use of graphic user interfaces
Considerable knowledge of the school system student information or NWISE software package utilized at the school
Considerable knowledge of student accounting procedures and regulations
Considerable knowledge of word processing software, spreadsheets, and databases
Ability to troubleshoot and correct hardware and software problems
Ability to communicate well with school personnel, parents, and students while complying with the confidentiality requirements in local, state, and federal policies and statutes.

Ability to politely address the public through complex phone service.
Considerable knowledge of the operations of office equipment.
Considerable knowledge of and ability to use grammar, vocabulary, spelling and punctuation.
Considerable knowledge of office practices and procedures.
Considerable knowledge of bookkeeping.
Some knowledge of accounting techniques and procedures.
Ability to compile and summarize information.
Ability to access information through a computer network, or from a mini- or main-frame computer.
Ability to use moderately complex word processing or spreadsheet software programs.
Ability to reconcile divergent entries.
Ability to learn, interpret and explain policies, regulation and programs.
Ability to resolve problem situations.
Ability to schedule variable work.

Section 2.13 SUGGESTED TRAINING AND EXPERIENCE

Experience in office situation and/or possession of technical knowledge. Community College training preferred.

Teacher

REQUIRED EDUCATION AND EXPERIENCE

- Four year degree from a college or university
- Valid N.C. teaching license/certificate, or be able to obtain such
- Such alternative to the above qualifications as the Board may find acceptable.

Term of Employment: Ten Months

Evaluation: Performance of this job will be evaluated in accordance with the requirements of North Carolina Department of Public Instruction.

Essential Responsibilities:

Teaches approved curriculum

Meets and instructs assigned classes in the locations and at the times designated

Plans a program of study, employing a variety of instructional techniques and instructional media, that meets the individual needs, interests, and abilities of the students

Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students

Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities

Assists the administration in implementing all policies and rules

Encourages students to set and maintain standards of classroom behavior

Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students

Assists in diagnosing the learning disabilities of students, with the assistance of specialists

Evaluates pupils' academic and social growth, keeps appropriate records and prepares progress reports

Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations

Is available to students and parents for education-related purposes outside the instructional day

Strives to implement by instructional and action the philosophy of the school.

Evaluates student academic and behavioral progress, keeps appropriate records and prepares progress reports.

Communicates with parents through conferences and other means to discuss the student's academic and behavioral progress.

Develops lesson plans and instructional materials and provides individualized small group instruction in order to adapt the curriculum to the needs of each pupil.

Translates lesson plan into learning experiences so as to best utilize the available time for instruction.
 Makes detailed lesson plans for the substitute teacher to follow whenever it is known that sick or personal leave has to be taken.
 Assists in the selection of books, equipment and other instructional materials.
 Maintains accurate up-to-date attendance records for all students.
 Supervises pupils in out-of-classroom activities during the assigned workday.
 Administers group standardized texts in accordance with the required testing program.
 Cooperates with other members of the staff in planning and implementing instructional goals and methods.
 Attends and participates in faculty meetings, faculty committees, and the sponsorship for pupil activities
 Seeks opportunities for professional growth through an ongoing program of reading, attending workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.

Additional Exceptional Children's Teacher Responsibilities

- Serves as case manager responsible for coordinating the development, monitoring, and implementation of inclusion student's Individual Education Plan (IEP).
- Maintain accurate and locked confidential records of all assigned students.
- Assists the classroom teacher in "including" the student into the regular education classroom (inclusion model for special education).

Teacher Assistant

SUGGESTED TRAINING AND EXPERIENCE

- Graduation from high school.
- 2 year degree from a Community College preferred
- 2 years of college, or the equivalent of 2 years of college preferred
- Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.
- Bus driver license

Term of Employment: 10 months

Evaluation: Annually by direct supervisor--more frequently if there is a problem noted

KNOWLEDGE, SKILLS, AND ABILITIES

Working knowledge of effective methods of dealing with children.
 Working knowledge of the core subjects at the grade level to which employment assignment is made.
 Some knowledge of the school organization and its community.
 Some knowledge of expected behavior of children, that is, basic characteristics of ages and stages.
 Skill necessary to operate audiovisual equipment, computers, and common office machines.
 Skill to make learning aids which will strengthen lesson plans.
 Ability to comprehend the purpose of teacher designed strategies as a fulfillment of the instructional objective.
 Ability to discern significant student behavior and refer this to the supervisor.
 Ability to impart information to the child's level of comprehension.
 Ability to apply impartially and consistently proper methods of recognition, reward and punishment.
 Ability to solve independently most minor problems.
 Ability to follow minimally detailed written and oral instructions without constant supervision.
 Ability to record and store data accurately.
 Ability to maintain confidentiality of student information
 Software/word processing skills to assist students in computer lab and with classroom computer programs
 Physical: Work involves frequent standing, walking, and kneeling
 Manual skills for general housekeeping in classroom
 Planning skills to plan daily activities with teacher
 Mathematical skills to assist students with assignments
 Crafts skills to assist students with activities; assemble materials and to put up bulletin board displays
 Other-Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Other job requirements to be performed as needed.

Media/Technology Coordinator

SUGGESTED TRAINING AND EXPERIENCE

- Bachelor's Degree in approved curriculum
- Valid N.C. license/certificate, or be able to obtain such

Term of Employment: 10 months

Evaluation: Annually by Principal or designee

Reports to: the principal

Supervises: Coordinates and directs the activities of school technology

Purpose: To provide the leadership and instructional resources and services for implementation of a school technology program that serves as an integral part of a student-centered educational process.

Major Duties and Responsibilities:

Planning and implementing for teaching and learning

- Assesses learning and information needs of students and staff
- Plans and works collaboratively with teachers
- Instructs students and staff in the effective use of ideas and information
- Incorporates information technology into day-to-day instruction
- Advocates and promotes lifelong learning
- Leads in the school's use of instructional technology to enhance learning
- Upgrades professional knowledge and skills on a continual basis
- Repairs and upgrades computer/peripheral equipment

Planning and implementing for information access, evaluation and use.

- Works with the principal and school leadership team to provide flexible access to school technology resources
- Creates and maintains an environment conducive to learning
- Encourages the widest possible use of print and electronic resources and services - within the school and through remote access
- Leads teachers, staff, and students in a collaborative process to select and evaluate resources that address curricular needs and learning goals of students and teachers in the information age
- Keeps accurate inventories of print, non print, and technology materials and equipment and software.
- Works cooperatively with other agencies to share resources that enhance teaching and learning
- Implements an ongoing collection development and evaluation process, in collaboration with the Media and Technology Advisory Committee, focusing on a variety of formats and resources to meet diverse learning needs.
- Adheres to copyright as well as other laws and guidelines pertaining to the distribution and use of resources
- Advocates the principles of intellectual freedom and ethical behavior

Planning and implementing for program administration

- Works with school staff to design and implement short- and long-range plans to ensure balance among teaching, instructional technology, collaboration, collection development, and program management.
- Evaluates the school technology program on a continual basis according to accepted standards of quality
- Organizes school facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources.
- Leads in the budgetary process of the school through the Media and Technology Advisory Committee to ensure equity of access to instructional materials
- Leads the Media and Technology Advisory Committee in effective decision making to promote the school technology program
- Interacts effectively with students, staff, administration, and the general public to promote and expand the school technology program.
- Demonstrates professional integrity through ethical behavior
- Prepares and submits accurate reports as required.

- Carries out assigned non-instructional duties and adheres to established laws, policies, rules, and regulations

Guidance Counselor

Reports to: Principal

SUGGESTED TRAINING AND EXPERIENCE

Bachelors degree in school counseling

Certification as required by DPI

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The major functions of the school counselor job description incorporate the North Carolina State Board of Education's guiding mission that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the twenty-first century.

DUTIES AND RESPONSIBILITIES

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- Discusses the comprehensive school counseling program with the school administrator.
- Develops and maintains a written plan for effective delivery of the school counseling program based on the NC Comprehensive School Counseling Standard Course of Study and current individual school data.
- Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders).
- Maintains current and appropriate resources for education stakeholders.
- Uses the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services, and most remaining time in program management, system support, and accountability (National standards recommend 80% of time in Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support, and accountability)
- Uses data to develop comprehensive programs that meet student needs.

MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL

COUNSELING PROGRAM

Guidance Curriculum

Provides leadership and collaborates with other educators in the school-wide integration of the State Guidance Curriculum Standard Course of Study.

Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

Incorporates into their programs the life skills that students need to be successful in the twenty-first century.

Individual Student Planning

Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.

Accurately and appropriately interprets and utilizes student data.

Collaborates with parents/guardians and educators to assist students with educational, career, and life planning.

Preventive and Responsive Services

Provides individual and group counseling to students with identified concerns and needs.

Consults and collaborates effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.

Implements an effective referral and follow-up process as needed.

Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

Provides appropriate information to school personnel related to the comprehensive school counseling program.
Assists teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.
Participates in professional development activities to improve knowledge and skills.
Uses available technology resources to enhance the school counseling program.
Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. MAJOR FUNCTION: ACCOUNTABILITY

Conducts a yearly program audit to review extent of program implementation and effectiveness.
Collects and analyzes data to guide program direction and emphasis.
Measures results of the comprehensive school counseling program activities and shares results as appropriate with relevant stakeholders.

Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.

CUSTODIAN

Section 2.14 KNOWLEDGE, SKILLS AND ABILITIES

Some knowledge of cleaning methods, materials and equipment.
Ability to lift 60 lbs.
Some skill in the use of small equipment used in routine cleaning.
Some knowledge of procedures to operate heating and air conditioning equipment.
Ability to maintain positive working relations..
Ability to understand and follow simple oral or written directions

Section 2.15 SUGGESTED TRAINING AND EXPERIENCE

Successful work experience.
Working knowledge of cleaning methods, materials and equipment.

ENROLLMENT

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. New Bern International Academy values diversity and will seek out opportunities to recruit and market to all minority groups through churches and other locations frequented by minority populations.

Immunization of Students No child may attend a school (Pre-K-12), whether public, private, or religious, or a day-care facility as defined in G.S. 110-86(3), unless a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152, is presented to the school or facility (G.S. 130A-155). "In North Carolina, every child present in this State shall be immunized against diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenzae type B (Hib), red measles (rubeola), mumps, and rubella."

New Bern International Academy will recruit from all local elementary and middle schools. Admission is open to all eligible students. We encourage and value diversity. We will actively inform the public that this is a public school that is open to anyone who seeks our services at no cost to them.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

New Bern International Academy

**PROJECTED ENROLLMENT
2012-13 through 2016-2017**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – 250 Craven County

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
First	1	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Second	2	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Third	3	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Fourth	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Fifth	5	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Sixth	6	<u>100</u>	_____	_____	<u>100</u>	_____	_____	_____	<u>100</u>	_____	_____	_____	<u>100</u>	_____	_____

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

(i)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—
Eighth	8	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—
Ninth	9	—	—	—	<u>50</u>	—	—	<u>50</u>	—	—	<u>50</u>	—	—	<u>50</u>	—	—
Tenth	10	—	—	—	—	—	—	<u>50</u>	—	—	<u>50</u>	—	—	<u>50</u>	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	<u>50</u>	—	—	<u>50</u>	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	<u>50</u>	—	—
LEA Totals		<u>300</u>	—	—	<u>350</u>	—	—	<u>400</u>	—	—	<u>450</u>	—	—	<u>500</u>	—	—
Overall Total Enrollment		<u>300</u>			<u>350</u>			<u>400</u>			<u>450</u>			<u>500</u>		

Budget: Revenue Projections 2012-13 through 2016-2017

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$1,364,226.00</u>	<u>\$1,591,597.00</u>	<u>\$1,818,968.00</u>	<u>\$2,046,339.00</u>	<u>\$2,273,710.00</u>
--Local Per Pupil Funds	<u>\$342,366.00</u>	<u>\$399,427.00</u>	<u>\$456,488.00</u>	<u>\$513,549.00</u>	<u>\$570,610.00</u>
--Federal Funds	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Grants*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Foundations*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Private Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Other Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
(ii) TOTAL INCOME	<u>\$1,706,592.00</u>	<u>\$1,991,024.00</u>	<u>\$2,275,456.00</u>	<u>\$2,559,888.00</u>	<u>\$2,844,320.00</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

\$ 4,547.42 x 300= \$ 1,364,226.00 State Operating Income

\$ 1141.22 x 300= \$ 342,366.00 Local Operating Income

\$1,706,592.00 Total Operating Income for 2013-14 School Year

\$ 4,648.42 x 350= \$ 1,591,597.00 State Operating Income

\$ 1,141.22 x 350= \$ 399,427.00 Local Operating Income

\$1,991,024.00 Total Operating Income for 2014-15 School Year

\$ 4,648.12 x 400= \$ 1,818,968.00 State Operating Income

\$ 1,141.22 x 400= \$ 456,488.00 Local Operating Income

\$ 2,275,456.00 Total Operating Income for 2015-16 School Year

\$ 4,648.12 x 450= \$ 2,046,339.00 State Operating Income

\$ 1,141.22 x 450= \$ 513,549.00 Local Operating Income

\$ 2,559,888.00 Total Operating Income for 2016-17 School Year

\$ 4,648.12 x 500= \$ 2,273,710.00 State Operating Income

\$ 1,141.22 x 500= \$ 570,610.00 Local Operating Income

\$ 2,844,320.00 Total Operating Income for 2017-18 School Year

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	Starting with 300 students and adding 50 additional students each year.				
	2013-2014*	2014-2015	2015-2016	2016-2017	2017-2018
<i>State and Local Allocations</i>	1,706,592.00	1,991,024.00	2,275,456.00	2,559,888.00	2,844,320.00
Contingency Surplus/(deficit)	5,882.81	15,657.53	10,456.15	168,041.69	293,972.56
TOTAL PERSONNEL Total # staff	733,578.00	1,032,499.76	1,193,271.67	1,300,133.00	1,408,592.17
<i>Principal (12 months)</i>	58,692.00	62,213.52	65,946.33	69,903.11	74,097.30
<i>Assistant Principal (11 months)</i>	42,430.00	44,127.20	45,892.29	47,727.98	49,637.10
--Clerical #1 <u>NCWISE/Bookkeeper</u>	19,504.00	20,284.16	21,095.53	21,939.35	22,816.92
--Teachers # <u>12 +2 part-time+</u> <u>2 each year</u>	462,520.00	549,057.60	653,559.55	737,513.48	822,069.79
--Exceptional Children's teacher add 2	37,710.00	78,436.80	81,574.27	84,837.24	88,230.73
--ESL + AG Teacher		30,850.00	61,700.00	64,168.00	66,734.72
--Guidance 1		37,150.00	38,636.00	40,181.44	41,788.70
--Media/Technology Coordinator	*TechContract services first year	37,150.00	38,636.00	40,181.44	41,788.70
--Teacher Assistants #2 add 2	38,250.00	76,500.00	79,560.00	82,742.40	86,052.10
--Custodian #3 part-time @8.50/hr	23,587.00	24,530.48	25,511.70	26,532.17	27,593.45
--Maintenance # <u>Contract Service</u>	0.00	0.00	0.00	0.00	0.00
--Food Service # <u>3</u>	44,285.00	59,000.00	61,360.00	63,814.40	66,366.98
--Bus Driver # <u>add 1 per year=3</u>	6,600.00	13,200.00	19,800.00	20,592.00	21,415.68
EMPLOYEE BENEFITS TOTAL	244,731.19	313,488.71	371,084.88	397,889.67	424,130.78
FICA 7.65%	56,118.72	78,986.23	91,285.28	99,460.17	107,757.30
Retirement 7.14%	52,377.47	73,720.48	85,199.60	92,829.50	100,573.48
Health Insurance	102,735.00	123,282.00	147,600.00	155,800.00	164,000.00
Supplements	33,500.00	37,500.00	47,000.00	49,800.00	51,800.00
STAFF DEVELOPMENT TOTAL	2,500.00	4,000.00	4,000.00	4,000.00	4,000.00
Teacher	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Instructional Support	500.00	500.00	500.00	500.00	500.00
Administrative	0.00	1,500.00	1,500.00	1,500.00	1,500.00
MATERIALS AND SUPPLIES	41,500.00	51,653.00	56,818.30	62,500.13	68,750.14
software/books/Projects	38,000.00	47,803.00	52,583.30	57,841.63	63,625.79
TESTING MATERIALS	3500.00	3,850.00	4,235.00	4,658.50	5,124.35

New Bern International Academy

<i>OFFICE SUPPLIES</i>	3,500.00	3,850.00	4,235.00	4,658.50	5,124.35
<i>INSTRUCTIONAL</i>	10,000.00	20,000.00	29,000.00	29,000.00	29,000.00
<i>EQUIPMENT</i>	174,400.00	100,125.00	59,840.00	36,940.00	36,940.00
LCD/Smartboards @\$6500	39,000.00	39,000.00	32,050.00	13,000.00	13,000.00
desks/tables/chairs	13,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Copier Purchase (2@3850 ea)	7,700.00	7,700.00	3,850.00		
Printers/File Cabinets/Office Furniture	25,000.00	25,000.00			
netbooks @299 ea	89,700.00	22,425.00	17,940.00	17,940.00	17,940.00
<i>FACILITIES</i>	369500.00	324,750.00	405,750.00	401,850.00	405060.00
<i>INSURANCE</i>	30000.00	30000.00	30000.00	30000.00	30000.00
<i>UTILITIES (12 month)</i>	36000.00	36000.00	36000.00	36000.00	36000.00
<i>PHONE/INTERNET</i>	24000.00	24,000.00	24000	25000	25000
<i>RENT/PURCHASE/ year fixed rate</i>	145000.00	145000.00	145000.00	145000.00	145000.00
<i>RETROFIT CONSTRUCTION</i>	75000.00				
<i>Parking lot/building expansion</i>		20,000.00	100000	100000	100000
<i>MAINTENANCE & REPAIR</i>	6000.00	12000.00	12000.00	6000.00	6000.00
* <i>Technology maintenance/repair</i>	10000.00				
<i>TRANSPORTATION bus purchase-used</i>	15000.00	20,000.00	20,000.00	20,000.00	22,000.00
<i>Fuel</i>	18500.00	27,750.00	27,750.00	27,750.00	27,750.00
<i>MARKETING</i>	10000.00	10,000.00	11,000.00	12,100.00	13,310.00
<i>FOOD/CAFETERIA</i>	121000.00	125,000.00	141,000.00	154,875.00	168,750.00
<i>Food</i>	75000.00	95,000.00	111,000.00	124,875.00	138,750.00
<i>Cooking Equipment--lease with eventual purchase</i>	30000.00	30,000.00	30,000.00	30,000.00	30,000.00
<i>Folding cafeteria tables</i>	16000.00				
TOTAL EXPENSES	1700709.19	1975366.47	2264999.85	2391846.31	2550347.44

*Budget may be adjusted based on needs.

.....
BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

New Bern International Academy

Our budgeting plans in years 2 through 5 calls for expansions based on increasing enrollments. As the student population increases, more teachers, staff, equipment, and transportation are needed. However; should legislative funding changes, budgetary funding may also be changed. We must be somewhat flexible within categories in case funding priorities arise or change.

1) WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>0</u>

2) MARKETING PLAN (GS 115C.238.29F(g)(1-7))

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

The actual marketing campaign will commence when the School receives charter approval. Marketing will include advertising, local TV and radio appearances, articles, ads, billboards, and outreach efforts to community organizations, faith communities, and neighborhood groups in Craven County. With the international focus of the School, recruiting efforts will target the many cultural groups, events, and media in the area. The School's promotional materials will be translated as needed and distributed at information tables, displays, and in presentations at various cultural centers and festivals, ethnic restaurants and groceries, libraries and bookstores, and in the various media for each group. The School will also explore the possibility of participating in district-wide mailings prepared by the LEA. The school will market to qualified and accredited faculty through the use of respected online job search engines and postings on both the North Carolina Department of Public Instruction and local school district websites along with connection to the University of North Carolina system and participation in regional college career services. Job descriptions will be carefully constructed to ensure teachers and staff are well informed of position expectations, including participation in staff development programs, as well as school policies, procedures, and standards.

The communications committee will develop the protocol for developing, approving, and disseminating internal and external communications. The committee will develop a style manual to insure consistency in the message and branding of the school. All advertisements, documents, publications, and promotional materials must be developed according to protocol and style manual guidelines. The plan will include protocol for crisis management and communication.

New Bern International Academy

The principal or his or her designee will be the authorized spokesperson for the school. These individuals will develop and maintain positive relationships with local media representatives. They will participate in periodic training to prepare for media interviews and crisis management.

The school will emphasize the use of electronic communications and maintain a dynamic website, designed to foster the school image according to the guidelines established by the communications committee. The school webmaster(s) will be responsible for the daily update of the site. Other school personnel will have access limited to their respective areas of responsibility and will be expected to keep all postings current.

The school will prepare, post on the website, and publish a comprehensive annual report that will include accomplishments, budget information, student performance data and other pertinent information.

• Advertising

New Bern International Academy's advertising will include select direct mail and e-mail to parents in Craven County and local magazine and newspaper display ads.

New Bern Sun Journal

The Fairfield Harbour Beacon,

Historic New Bern Herald,

Greenbrier Gazette,

River Bender,

The Pines' Perspective (Carolina Pines),

Taberna Tribune, and the

Trent Woods Times.

• Publicity

New Bern International Academy's publicity will include the distribution of press releases to local newspapers, articles about in local papers and magazines, public service announcements to local radio stations that target upcoming public presentations, and radio and TV show interviews that provide more in-depth coverage about the School's educational program and benefits. As the first charter school in Craven County, the founders see a great opportunity to draw significant attention to the School's mission, innovative educational program, and benefits. Posters will be placed in and brochures will be distributed through high traffic areas such as: libraries, after-school clubs and organizations, recreational facilities, preschools, businesses, churches, the Chamber of Commerce, community centers, and malls.

WCTI CHANNEL 12 NEW BERN NC

Channel 10 (C-TV 10),

WFXI - FOX 8/14

WNCT - TV 9

WNBR / WNBB 97.9 FM

• Internet

New Bern International Academy's investigate hiring a web-marketing specialist to optimize the search engine positioning of its site. This will ensure that searches for local school related services or information leads visitors to the New Bern International Academy's site. Links will be made to and from as many other prominent community, parent, and charter school organization sites as possible. The New Bern International Academy's web site will contain all the information that a parent will need to gain a complete understanding of the School's mission and educational program and make it easy for parents to apply on-line.

• Personal Contacts

New Bern International Academy's founders plan to contact, network, and collaborate with community groups, businesses, and organizations for the purpose of increasing information about and visibility for the School, and with the local community college for tutoring, career exploration, student incentives, and adult education classes. New Bern International Academy's founders will also make presentations to local parent organizations, libraries, and churches about the School and its benefits.

Public Presentations. Each of the above marketing/recruitment channels will target regularly scheduled community presentations. Many informational meetings will be held, especially during the open enrollment period. Brochures and applications will be handed out with specific information on how and when to enroll. New Bern International Academy's founders will explore the idea (with the Craven County School District) of adding a promotional flyer to one of the District mailings.

New Bern International Academy Marketing Budget Plan			
Category	Estimated Quantity	Estimated Cost per Unit	Estimated Subtotal
Research			
Parent Surveys	500	\$0.15	\$75.00
Research Costs Total			\$75.00
Communications			
Promotional brochures/posters	5,000	\$0.15	\$750.00
Television	5	\$250.00	\$1,250.00
Radio	12	\$75.00	\$900.00
Postage for mailings	2386	0.44	1050.00
Postage for Postcards	12,000	\$0.13	\$1560.00
Billboard	2	\$600.00	\$1,200.00
Web	1	\$150.00	\$150.00
Newspaper	10	\$125.00	\$1,250.00
Signs	3	\$125.00	\$375.00
Communications Costs Total			\$7435.00
Giveaways			
Ink pens	1,000	\$0.44	\$440.00
Giveaway Costs Total			\$440.00
Public Relations			
Charity events	3	\$200.00	\$600.00
Employee Shirts	20	\$20.00	\$400.00
Public Relations Costs Total			\$1,000.00
ESTIMATED MARKETING GRAND TOTAL			\$10,000.00

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

(iii) Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

The New Bern International Academy Board of Directors will establish an Audit Committee to evaluate the School's overall educational program. The committee will report its findings to the full board and head of school at the annual meeting, and include:

- An analysis of whether student performance is meeting the goals specified in the school's educational plan.
- A summary of major decisions and policies established by New Bern International Academy governing board during the year.
- The Audit Committee will ensure that folders for exceptional children are maintained in compliance with state and federal guidelines.

New Bern International Academy Audit Committee will compile an annual performance report that will, at a minimum, include the following data:

New Bern International Academy

A summary showing student progress toward the pupil outcomes using data from the assessment instruments and techniques.

A summary of major decisions and policies established by New Bern International Academy Board of Directors during the year.

Data on the level of parent involvement in New Bern International Academy and summary data from an annual parent and student satisfaction survey.

Data regarding the number of staff working at New Bern International Academy and their qualifications.

A copy of New Bern International Academy health and safety policies and/or a summary of any major changes to those policies during the year.

An overview of New Bern International Academy admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the number of students expelled and/or suspended.

Analyses of the effectiveness of the New Bern International Academy internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

Other general information regarding the educational program and the administrative, legal and governance operations of the New Bern International Academy relative to compliance with the terms of the charter.

New Bern International Academy recognizes the importance of the ABC Accountability Program and the No Child Left Behind (NCLB) Act, to help prepare students meet today's challenges and skills, especially in the increasingly more competitive academic environment. New Bern International Academy will, therefore, adopt these standards *as the minimum* academic standards of the school. As such, end-of-grade and end-of-course test results will be closely evaluated and monitored by New Bern International Academy head of school, directors, and teachers, and be shared with all New Bern International Academy staff members. Individual student progress will be closely monitored by the classroom teacher through routinely documented students' daily classroom participation, academic activities, and the student's learning progress throughout the course of the year. Annual parent, student and staff surveys will be conducted to assist in the identification of program's strengths and weaknesses. Such parent surveys will include —Parent Satisfaction Surveys— to assess the school program's achievements. At least once a year, all the suggestions, praise, and criticism will be summarized by The Board of Directors and the Executive Director and become part of the official Board of Directors records.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. At the end of each fiscal year, the New Bern International Academy Board of Directors will oversee selection of an independent auditor (CPA) and annual audit of the School's financial practices and records. The School will contract with a licensed North Carolina CPA, to conduct financial audits for charter schools. The Board of Directors will be provided with four or five reliable firms from which to choose for auditing purposes. The audit conducted will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices, and reviews the School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by the due date imposed by DPI. The School Board will review any audit exceptions or deficiencies and will report with recommendations on how to resolve them. In accordance with GS 115C238.29F(f), the School will comply with the reporting requirements established by the State Board of Education in the Uniform Education reporting System, and will report at least annually to the State Board of Education the information required by the State Board.

1) HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

Safety New Bern International Academy will have an active safety plan to ensure that a safe environment is created and maintained for all students and staff. The safety plan policies and procedures will be enumerated in the New Bern International Academy *Teacher Handbook* that will be available for inspection in the Principal's Office during normal school hours.

The *Teacher Handbook* will provide guidance for staff and students to maintain a safe school environment and the policies and procedures to follow should an unsafe condition or emergency arise. The *Teacher Handbook* will be updated annually as necessary by the School administration and submitted for review and approval by the New Bern International Academy Board of Directors. Some of the policies and procedures in the handbook are as follows:

Fire

1. Determine the location and extent of fire, and get word to the Principal or designee who orders an immediate building evacuation.
2. The Principal or designee calls 911 and stays on the phone.
2. Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
4. Account for all students and staff then assist with anyone injured or wounded.

Monthly fire drills will be conducted with staff and students.

Severe Weather

1. Administration will monitor weather reports.
2. A tornado warning will cause staff and students to move to designated areas away from glass and doors.
3. Students will crouch down and cover their heads with their hands.

Earthquake

When severe shaking of building or ground is observed, students will get under any sturdy table. If outside, remain outside away from falling objects.

Student Missing/Hiding. If a student is missing or hiding on school grounds the following procedures are followed:

1. Principal or designee implements a search of the school building and grounds.
2. Upon finding the student, determination of appropriate disciplinary action is made.
3. If the student is found injured, appropriate medical personnel are contacted.
4. If the student is not found, proceed to the procedures for runaway/abduction.

Runaway/Abduction. If a student runs away from the School during school hours or is abducted, the following procedures are followed:

1. Notify the Principal's Office who contacts 911 and remain on the line.
2. The Principal's Office will contact the parent(s) listed on the student's registration card.
3. In the case of abduction, the Principal may designate appropriate personnel to observe the departing vehicle of the abductor(s) and student.
4. The Principal will contact the teacher to get an accurate description of the student's clothing.

Terrorist/Hostage Situation. If one or more persons are holding staff or students hostage on school grounds, the following procedures are followed:

1. Notify Law Enforcement (911) and remain on the line.
2. Notify teachers to move students away from the hostage situation.
3. Gather facts regarding the situation for the police; keep notes on times and communications with the person(s) holding the hostages, and gather any other witness information.
4. The police department will have a copy of the school floor plan.
5. Work with the law enforcement to determine next steps.

We will follow the codes for Terrorist threats as communicated to the public by MCAS Cherry Point.

Possession of Weapon on School Grounds. If a student or intruder is observed or reported to have a weapon on school grounds, the following procedures are followed:

1. The school will go into lockdown mode.
2. Notify Law Enforcement (911).
3. Alert the appropriate staff and Principal.

4. Identify the student and his or her location in the building.
5. Call student's parent(s) and follow disciplinary procedures.

Unwanted Intruder. If a person who has no business on School grounds is observed, the following procedures are followed:

1. A member of staff notifies the Principal's Office.
2. The Principal and staff member investigate and take appropriate action:
 - a. Ask the person for their name and what his or her business is at the School.
 - b. If it is determined that the person does not have legitimate reason to be on school grounds, request that he or she leave, and visually monitor the person's departure.
 - c. After the person leaves, notify the Law Enforcement (911).
 - d. If the person refuses to leave, the Principal will notify the staff to call the Law Enforcement agency (911).
 - e. The Principal will then determine appropriate method of informing all school employees to take appropriate action and use caution. The movements/behavior of the intruder are visually monitored until the arrival of the Law Enforcement personnel.
 - f. Take note of what the person is wearing, type of car driving (get license plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible scars, etc.).
 - g. School officials work cooperatively with Law Enforcement personnel.
 - h. Principal submits police report and notifies School Board.

Bomb Threat and/or Explosion. If an explosive is either present or alleged to be present in the school building, which may or may not have exploded, the following procedures are followed:

Note: Walkie-Talkies or cell phones are not to be used during a bomb threat.

The receiver of a bomb threat call should:

1. Get word to the Principal or designee who orders an immediate building evacuation.
2. Write down the exact words of the caller.
3. Keep the caller talking.
4. Ask where the bomb is located and what time it is to go off.
5. Make note of the following:
 - a. Gender, age, and attitude of caller
 - b. Voice characteristics (accent, speech impediments or peculiarities)
 - c. Background noises
 - d. Date and time of the day the call was received
6. DO NOT HANG UP THE PHONE.
7. Give full report to the Principal or designee immediately.

Upon notice of a bomb threat:

1. Get word to the Principal or designee who orders an immediate building evacuation
2. Upon evacuation signal, all personnel and students should evacuate the school building in accordance with the School evacuation plan. Windows and doors are left open in this phase of evacuation. A floor plan of the School is available.
3. A school staff member should shut off the main gas line (if applicable), and switch off the bell system for changing classes.
4. Notify the appropriate Law Enforcement agencies.
5. Conduct a visual search of the escape routes or hallways.
6. Three minutes after issuance of advisory code, or upon receipt of clearance report from hallways (whichever comes first), the Principal, search team, or designee should:
 - a. Activate the evacuation signal.
 - b. Ensure that the building is evacuated
 - c. Report to an alternate emergency control center as designated on school grounds at least 300 feet from the building.
7. Staff should return to classrooms first for a final visual search prior to students entering the building.

Steps of action for an explosion:

New Bern International Academy

1. Determine the location and extent of explosion, and get word to the Principal or designee who orders an immediate building evacuation.
2. The Principal or designee calls 911 and stays on the phone.
3. Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions.
4. Assist with the injured or wounded.

Fire and Safety Regulations New Bern International Academy will conduct fire drills each month in accordance with legally mandated guidelines.

- Staff and students will be notified when a fire drill will occur. The Principal or designee will set off the alarm, reset the alarm system, and monitor the drill.
- If there is a real fire, report the fire by activating the alarm. Upon hearing the alarm, administrative staff will notify the fire department.
- Upon hearing the fire alarm, students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during fire drills.
- The teacher makes sure that all students are accounted for and that the classroom windows are closed.
- The teacher precedes the students in the hallway to their assigned exit.
- Classroom doors should be closed after the last person is out.
- Fire Exit Routes: All classes go out the designated doors, the locations of which are posted in the hallways and each classroom. In classrooms with a functional window fire exit, use this exit.
- Everyone should exit the building silently in a straight line, single file, and stay that way in their designated assembly area outdoors, and wait for an all-clear signal from the Principal.
- Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. Any missing students are reported immediately to the Principal.
- When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.
- Fire drill evaluations are kept on file in the Principal's Office.

Food Inspections The School will comply with all applicable federal, state, and municipal laws, regulations, and inspections regarding food and food preparation. All food service employees will be required to participate in food safety classes.

Hazardous Chemicals New Bern International Academy will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous chemicals. The School will avoid the use of such chemicals wherever possible. The following guidelines are to be followed by staff and students at all times:

- Material Data Safety Sheets (MSDS) are provided to the School Principal for any potentially hazardous materials to be brought into the School. Potentially hazardous materials are reviewed by the Principal or designee to ensure that material (or a more appropriate substitute) is safe for intended usage, and free of risk for staff and students. Based on the review, materials are either approved with no special requirements, approved with specific use, storage, or disposal requirements, delayed for usage until further research, or disapproved for use. A running inventory is kept by the Principal's Office of all hazardous materials or chemicals contained within the School. The list is updated monthly.
 - Materials may only be stored in designated areas: No material may be stored in mechanical rooms or stairwell closets. Only steel or other nonflammable metal objects may be stored in stairwell closets.
 - Materials with specific storage requirements will be kept in secure locations inaccessible to students and unauthorized personnel.
 - MSDS are maintained for all approved materials in the areas where the corresponding materials are stored.
- Any violations of the above guidelines for hazardous materials should be reported to the Principal immediately.

- **Bloodborne Pathogens** New Bern International Academy will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The New Bern International

Academy School Exposure Control Plan will include all staff, students, and others who might have occupational or accidental exposure to blood or other potentially infectious materials. All New Bern International Academy employees will be required to complete a Blood-borne Pathogens Course prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of the Blood-borne Pathogens Course certification to the School Principal for inclusion in the employee personnel files. Re-certification will occur at intervals according to legally mandated guidelines. Staff with the potential for direct contact with blood-borne pathogens will be encouraged to obtain Hepatitis B vaccinations. Should a staff member choose not to be vaccinated, a refusal form will be signed by the employee and kept in the employee's staff file.

Diabetes care plans

Diabetes must be managed 24 hours a day, 7 days a week. For students with type 1 diabetes, and for some with type 2 diabetes, that means careful monitoring of their blood glucose levels throughout the school day and administering multiple doses of insulin by injection or with an insulin pump to control their blood glucose and minimize complications. As a result, coordination and collaboration among members of the school health team and the student's personal diabetes health care team are essential for helping students manage their diabetes in the school setting.

Once the student's physician indicates a need for a Diabetes Care Plan, school personnel will go over the individualized health issues for the school to monitor and what to do in the event of an emergency. The plan will include strategies for maintaining the student's blood glucose within the target range specified in the DMMP (which includes strategies for blood glucose monitoring, administering insulin, treating hypoglycemia and hyperglycemia, adhering to the student's meal plan, and participating in physical activity)

It will also include:

- Supplies needed and where they will be kept
- Need for free access to the restroom and water
- Nutritional needs, including provisions for meals and snacks
- Participation in all school-sponsored activities and field trips, with coverage provided by trained diabetes personnel
- Guidelines for communicating with the family and the student's personal diabetes health care team
- List of trained diabetes personnel and the diabetes care tasks they will perform
- Plan and timeline for training and supervising trained diabetes personnel
- Plan and timeline to train other school personnel (e.g., teachers, physical education instructors, food service, and transportation personnel)

Treatment for Severe Hypoglycemia

- Position the student on his or her side to prevent choking.
- Contact the first responders or trained diabetes personnel immediately.
- Don't attempt to give anything by mouth.
- First Responder or trained diabetes personnel should administer glucagon, as prescribed.
- Call 911 (Emergency Medical Services).
- Call the student's parents/guardian.
- Stay with the student until emergency medical services arrive.
- Document the incident in the student's personal diabetes health care plan.

Treatment for Hyperglycemia

- Check the student's blood glucose level.
- Check the student's urine or blood for ketones.
- If the student uses an insulin pump, check the pump to see if it is connected and functioning properly.
- Administer supplemental insulin to bring down the blood glucose.
- Give the student extra water or non-sugar-containing drinks.

- Provide free and unrestricted access to the restroom.
- Modify physical activity, as specified in the Diabetes Care Plan.
- Notify the parents/guardian
- Document in the Diabetes Care Plan.

Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn

G.S. 7B-500

What is the Safe Haven Law?

It's a law allowing parents to surrender or give up their baby confidentially, without being arrested or put on trial for abandonment.

How does the law work?

A parent who is not willing or able to care for a newborn can anonymously and voluntarily bring an infant, under seven days old, to any of the following "safe haven centers:" hospital, health department, community health center, police or sheriff department, social services department, fire or emergency services station. The parent can also leave the infant with a healthcare provider, law enforcement officer, social worker or certified E.M.S. worker who is on duty, even when they are away from their building or office. The parent does not have to give any information.

- Providing parents and guardians with information about:
 - Meningococcal meningitis and influenza and their vaccines at the beginning of each year

Senate Bill 260, previously referred to as "Garrett's Law," mandates that at the beginning of every school year local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines. In July of 2007, the bill was expanded and now requires that information about human papillomavirus (HPV) and the HPV vaccine be provided to parents and guardians of students in grades 5-12 at the beginning of every school year.

Senate Bill 260 states that the Division of Public Health, Department of Health and Human Services and the Department of Public Instruction shall make available sample educational materials that can be provided to parents and guardians. These sample educational materials have been updated and are available for downloading at www.immunizenc.org/schools.htm.

Meningitis is a contagious respiratory disease caused by bacteria and is spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing or sharing items like drinking glasses, lip balm, eating utensils or cigarettes. Adolescents and young adults are at increased risk of contracting this disease. Invasive meningococcal disease occurs in three common forms: meningitis, blood infection and pneumonia; other forms account for a small percentage of cases.

The Vaccine

Meningococcal vaccines protect against most types of meningococcal disease, although they do not prevent all cases.

There are two kinds of vaccines that protect against meningitis available in the United States: meningococcal polysaccharide vaccine and meningococcal conjugate vaccine.

Who Should get Vaccinated?

Children 2 through 10 years of age should receive two doses of meningococcal vaccine only if they are at increased risk for the disease.

All 11- through 12-year-old adolescents should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster dose should be given at age 16 years. For adolescents who receive the first dose at age 13 through 15 years, a one-time booster dose should be administered, preferably at age 16 through 18 years, before the peak in increased risk. Adolescents who receive their first dose of MCV4 at or after age 16 years do not need a booster dose.

- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

Senate Bill 260, previously referred to as "Garrett's Law," mandates that at the beginning of every school year local boards of education shall ensure that schools provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines. In July of 2007, the bill was expanded and now requires that information about

New Bern International Academy

human papillomavirus (HPV) and the HPV vaccine be provided to parents and guardians of students in grades 5-12 at the beginning of every school year. Senate Bill 260 states that the Division of Public Health, Department of Health and Human Services and the Department of Public Instruction shall make available sample educational materials that can be provided to parents and guardians. These sample educational materials have been updated and are available for downloading at www.immunizenc.org/schools.htm.

Human Papillomavirus (HPV) is a common virus that is spread through sexual contact. Most of the time HPV has no symptoms so people do not know they have it.

There are approximately 40 types of genital HPV. Some types can cause cervical cancer in women and can also cause other kinds of cancer in both men and women. Other types can cause genital warts in both males and females.

The HPV vaccine works by preventing the most common types of HPV that cause cervical cancer and genital warts. It is given in three doses.

Who Should get Vaccinated?

Girls and women: Two vaccines (Cervarix and Gardasil) are available to protect females against the types of HPV that cause most cervical cancers. One of these vaccines (Gardasil) also protects against most genital warts. Both vaccines are recommended for 11 and 12 year-old girls, and for females 13 through 26 years of age, who did not get any or all of the shots when they were younger. These vaccines can also be given to girls as young as 9 years of age. It is recommended that females get the same vaccine brand for all three doses, whenever possible.

Boys and men: One available vaccine (Gardasil) protects males against most genital warts. This vaccine is available for boys and men, 9 through 26 years of age.

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	1,000,000.00 per occurrence
Officers and Directors/Errors and Omissions	1,000,000.00
Property Insurance	300,000.00
Motor Vehicle Liability	5000.00 (1,000,000 per occurrence)
Bonding	
Minimum amount:	1,000,000.00
Maximum amount:	2,000,000.00
Other Worker's Comp	1,200,000.00
Umbrella Liability	4,000,000.00

See Resource Manual for Minimums required by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

New Bern International Academy will purchase two used school buses the first year and a third bus the next year in order to provide transportation to those students unable to carpool. We will encourage parents to provide transportation for their children to and from school. New Bern International Academy will take an active role in promoting and helping to organize carpooling. In addition, we will attempt to coordinate services with local public transportation (CARTS) program. New Bern International Academy will make every effort to ensure that transportation is not a barrier to attendance.

The busses listed below are affordable options that would allow the greatest number of busses for the least amount of money. They are listed as bus surplus. They would eventually be replaced as funds became available.

Guilford 111	1993 IHC 60 198,300	\$3,750.00	03/19/2012
Guilford 116	1993 IHC 60 186,900	\$3,750.00	03/19/2012
Guilford 117	1993 IHC 60 198,800	\$3,750.00	03/19/2012
Guilford 124	1993 IHC 60 234,500	\$3,750.00	03/19/2012

FACILITY (GS 115C-238.29D(c))

- (iv) Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

(v)



(vi)

A facility has been identified that would reasonably accommodate 300 students with retrofitting of classrooms to the largest part of the facility. Blueprints have been provided to a local commercial contractor with experience in building educational facilities. Because building standards are higher than commercial building standards, an amount of \$75,000 has been allocated in this budget for costs pertaining to these modifications. In addition, we will be asking the owners of the building (City of New Bern) if they would contribute either labor and/or materials to help offset this cost. There is ample room on this property and adjacent properties to expand or add trailers as our population grows.

(vii)

Name of the facility (if known): Facility has been identified.

Address: 201 Kale Rd

City/State/Zip: New Bern, NC 28560

Description of the Facility:

Total square feet:	<u>28928</u>
Number of Classrooms:	<u>18</u>
Number of Restrooms:	<u>8</u>

New Bern International Academy

Other Rooms: can be configured to meet needs

Auditorium: _____

Gymnasium: multipurpose room

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: 5 year lease with possible option to purchase

(b) Type of Lease: _____

(c) Rent: \$ 12000.00 per month

Name of Landlord: City of New Bern

Address: PO Box 1129

City/State/Zip: New Bern, NC 28563-1129

Phone: 252-639-7501

Fax: 252-636-1848

Document inspections for the following:

(a) Fire: Sprinkler systems in place

(b) Safety: _____

(c) Handicapped accessibility? yes

Describe how the maintenance will be provided for the facility.

The city will be responsible for maintenance of the building beyond daily cleaning. Grounds maintenance will be contracted with outside agency.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

While an appropriate facility has been identified, a contract with the landlord has not been signed. Should this building become unavailable, there are several other buildings in the area that could be secured at a higher price, but would require a remodel and educational occupancy inspection. If it is determined that the retro-fit of current building can not be made in the proposed timelines, we will seek to temporarily lease mobile units as classroom space until such time as the main building is able to be occupied.

VIII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

IX. APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

1. School calendar for 2012-2013 school year.
2. Parent Handbook

X. SIGNATURE PAGE

The foregoing application is submitted on behalf of New Bern International Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Jill King

Position: Principal

Signature: _____

Date: 04/09/2012

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Regina Kemble

Justen Infinito

Sandi Ruger

Cindy Godley

Mary Wilcutt

Peggy Harris

Peggy Harris

Student and Parent Handbook



Dear Parents and Students:

The School Board, administration, and staff welcome all of our students and parents to New Bern International Academy. We are looking forward to a successful year of academic progress and personal growth for all of our students.

One of the most essential elements in a successful school is communication, and it is for the purpose of communication that this *Student and Parent Handbook* exists. We hope that it will help establish a harmonious flow of communication between parents, students, and teachers. We want to develop a common understanding and appreciation of the School's mission, educational program, and important policies and procedures.

Please take time to read this handbook with your child.

Our Mission is to engage and inspire learners with critical thinking, teamwork, and exploration of academic excellence while they achieve international understanding and global responsibility.

With very best wishes,
The Board of Directors of
New Bern International Academy

Part 1: Introduction to New Bern International Academy

Philosophy of the School

New Bern International Academy's educational program integrates the primary elements of educational experience—student development, instructional methods, the curriculum, and the learning environment—with a consistent philosophy: *the power of making connections*.

With our international focus, the School draws upon the best practices from educational systems around the world and consciously connects them with the most reliable research on learning, especially the findings about brain functioning relevant to classroom practice.

Holistic Student Development. For example, *the brain has a virtually inexhaustible capacity to learn*. The founders of New Bern International Academy believe that every student has a vast inherent potential for learning that is best actualized through a coherent, comprehensive program to achieve academic excellence while addressing the needs of the whole child.

Each brain is unique. A variety of approaches are necessary to meet the needs of a diverse student population. By accommodating multiple strengths of intelligence and learning styles, New Bern International Academy will help students better know themselves and develop their unique talents and interests.

Emotions are critical to the learning process; they facilitate the storage and recall of information. New Bern International Academy staff will work to create a school culture that fosters a sense of safety, acceptance, and harmonious relationships among all sectors of the school community. The New Bern International Academy staff is committed to nurturing students' emotional development through individual goal setting, positive classroom management, and modeling cooperation and communication skills.

Applying these brain-based principles in New Bern International Academy promotes connections *within* students themselves: between heart and mind, between intentions and actions, between social, physical, emotional, and cultural selves.

Project-Based Instructional Methods. New Bern International Academy thematic units allow for a wide range of creative expression of the core knowledge being learned. Student projects will incorporate academic content, cooperative learning, and hands-on activity and movement, across the curriculum. Often these units lead to service projects in the outside community. These methods may also be supplemented by the use of technology, active involvement of parents, and collaboration with many community organizations and agencies. This style of learning is holistic, comprehensive, and relevant.

The Educational Program

The New Bern International Academy's educational program includes the study of mathematics, science, language arts, literature, and social studies, enriched by physical activity, art, music, and technology. But rather than studying these in isolation, they are often presented in integrated thematic units. The four interdisciplinary themes promote connections between subject areas, between cultures, and between learning and the students' own lives.

1st. Quarter: Creating Global Citizens (Who we are)

2nd. Quarter: Making Connections around the World (Where we are in place and time)

3rd. Quarter: Exploring Systems in the World (How the world works)

4th. Quarter: Caring for the Planet

Teachers and students design curricular units for exploration and study, centered on these themes. The themes' flexibility allows teachers to align the students' interests with the Core Curriculum and NC Essential Standards for subject area and grade level, in a project design that facilitates connections across subjects and in integration with real-life experiential activities.

Each student has an Individual Learning Plan that identifies her/his strengths, learning styles, special interests, and academic and personal goals. With this in-depth understanding of each student, New Bern International Academy teachers can inspire the dreams and address the needs of each student in an environment of high expectation and high support. In our School, different cultures and perspectives are appreciated and upheld, and all are understood to have the same unlimited potential for creativity, happiness, and success in life.

Summary. The purpose of New Bern International Academy is to create ideal citizens—individuals with the organizing power, wisdom, and self-sufficiency to achieve their desires while simultaneously promoting the well being of society. Through the complete education gained at New Bern International Academy, students will grow in the ability to utilize their full potential to bring good to themselves, their family, their nation, and the entire world community.

Tentative Daily Schedule

7:30am School building opens

7:45 am Classes start: morning announcements, Pledge of Allegiance

8:15 am -11:45am Morning classes

11:45-12:45pm Lunch

12:45-2:55 pm Afternoon classes

Part 2: School Governance and Administration

Governance—The Board of Directors

The Board of Directors (hereafter called “the Board”) governs the School and has all of the powers necessary for carrying out the purposes of the School as stated in the New Bern International Academy bylaws and articles of incorporation. The Principal is a non-voting member of the Board.

The Chairman of the Board, with the Principal, has primary responsibility to ensure the steady progress of the School in accord with national, state, and local educational laws.

Administration—The Leadership Team

The Leadership Team serves as the central administrative, planning, and co-coordinating body for the day-to-day operations of the School. Membership in The Leadership Team includes the School Principal (the Chair), the Assistant Principal,

Responsibilities of the Leadership Team.

1. The Leadership Team plans and makes decisions for the smooth operation of the School in accordance with the bylaws and the policies set by the Board of Directors.
2. The Leadership Team is responsible for proper implementation and progress of the overall academic curriculum and instruction.
3. The Leadership Team helps plan, review, and manage the budget—both annual and long-term budgets.
5. The Leadership Team plans and coordinates faculty and staff development programs.
6. The Leadership Team reviews major decisions that have an impact on academic programs, administrative functioning, or finances.
7. The Leadership Team establishes formal and effective channels of communication for all sectors of the School—students, faculty, administration, and parents.
8. The Leadership Team recommends the School calendar.
9. The Leadership Team submits long-range planning and policy recommendations to the Board in the areas of administration, development, financial management, or academic programs. These recommendations are submitted to the Board by the School Principal.
10. The Leadership Team creates and keeps current a complete *School Policy Manual*, which includes all policies in effect for day-to-day operation of the School. This manual is presented annually by the School Principal to the Board for review and adoption. This is the document that guides the leaders of the School over time, to help ensure that their academic, managerial, and financial decisions are in accord with the charter and goals of the School.

Duties of the School Principal. The School Principal ensures that the policies of the Board are faithfully implemented and has the main responsibility for the successful day-to-day operation of the School. He or she is responsible to—

1. Maintain compliance with all national, state, and local legal requirements and fiscal standards for the operation of the School.
2. Put into place and oversee procedures for the planning, development, and evaluation of the academic program (including the curriculum and quality of instruction), and ongoing professional development and evaluation of faculty and staff.
3. Oversee the effective implementation of all aspects of curriculum and instruction in the School.
4. Oversee the successful business management of the School:

- a. Co-ordinate short- and long-term institutional planning, which includes revenue and enrollment projections, staffing requirements, facilities, plant, and equipment needs.
 - b. Manage the orderly operation of the administrative functions:
 - c. Admissions—recruit, process, and admit new students; provide School tours; and manage student records.
 - d. Development—oversee promotion and fundraising programs, including government grants and other support for the School.
 - e. Finance—report the budget to the Board of Directors and ensure that the School functions on a sound financial basis. Arrange for all financial records to be audited yearly.
 - f. Information Services—create, operate, and oversee computer services that fulfill the goals of the School; and protect the safety and integrity of the School's network and computer systems infrastructure, data, hardware, and software.
 - g. Personnel—recruit full- and part-time employees, maintain employee files, administer employee benefits, and ensure compliance with federal, state, and local employment laws and regulations.
 - h. Physical Plant—oversee building security and safety, the repair of School facilities, and ensure that the School buildings are clean and orderly.
5. Ensure that the interests of students, faculty, and administration are properly addressed and integrated in a timely way.
 6. Represent the school to parents, the local community, the media, and continually seek to strengthen communication and understanding of the value and achievements of the School.
 7. Oversee the accreditation or other licensing processes by governmental and private bodies.
 8. Recommend appointment and, if necessary, removal of the staff and any other members of the School administration to the Board of Directors.

Duties of the Assistant Principal. The Assistant Principal is responsible for supporting the successful functioning of the academic program, the curriculum, and the quality of instruction.

He or she shall be responsible to—

1. Help prepare the academic schedule.
2. Help oversee faculty assignments, faculty performance, and evaluation of the academic program; including annual standardized testing for selected grade levels.
3. Support and help organize regular faculty development programs to ensure steady improvement in curriculum and instruction.
4. Help oversee the proper implementation of all aspects of technology, curriculum and instruction.
5. Maintain complete and accurate records of all students, in keeping with government regulations and standard educational guidelines.
6. Ensure that the School rules of conduct, discipline, and safety for students are administered and maintained in a consistent and uniform manner by the faculty.
7. Meet with parents and students.
8. Represent the School (along with the School Principal) to the students, faculty, and community.

New Bern International Academy Faculty

New Bern International Academy faculty are responsible for guiding the enfoldment of knowledge from within students, and for assuring that each child feels connected to our school community. They are highly gifted, dedicated, professional educators, whose responsibilities extend far beyond the classroom, as they devote time to course preparation, attending and giving faculty workshops, tutoring, coaching, and helping with special projects.

The Role of Parents

Parental involvement in the School is essential. Your participation enriches the life of the school, demonstrates your support for education, brings valuable resources to the classroom, and builds unity of purpose between the mission of the School and the desires of the parents. We ask that you volunteer a minimum of 4 hours per semester.

Parents and Governance. The founders of the School believe that children progress most rapidly when parents and the School work together with a common commitment, understanding, and educational approach. For this purpose, parents have an organizational structure, the Parents' Association, through which they can contribute their creativity, intelligence, and energy for the betterment of the School. All school parents are members of the

Parents' Association and are encouraged to participate in all Parents' Association meetings. It is because of the valued relationship between parents and the School that New Bern International Academy has adopted a governance design that includes a process to ensure parental involvement. The head of the Parents' Association will meet on occasion with the School Principal and administration to share the ideas and suggestions of the Association.

Parents as Partners in Education. The School also encourages your active role in our Parents as Partners in Education (PPE) program, in which you share your field of work with your child's class in the context of a lesson they are studying. This takes communication and careful planning between the teacher and parent, but it results in a partnership that is precious to the students' growth. Please speak with your child's teachers about this program.

Parent Meetings and Parent Education. Parent meetings provide an opportunity for parents and School employees to understand each other and to work together as partners in the business of educating the children. The school will encourage parental attendance at the Orientation meeting at the beginning of the year, at Parents Nights, and other School gatherings.

The School will also provide regular knowledge meetings for parents. The founders of New Bern International Academy believe that parent education promotes increased involvement in a child's education that is essential for their overall progress. This includes helping the children to maintain a well-balanced daily routine, overseeing their homework and academic progress, and providing positive guidance in their social life.

Using the School Channels of Communication. The faculty and administration of the School wish to be as helpful and responsive as possible to both parents and students. The School encourages students and parents to seek the most appropriate channels of communication to answer any questions or requests, so that their needs may be quickly and easily met.

If a parent or student has a question on School academic programs, policies, or procedures, they should first speak with the classroom teacher. If the question is not resolved, the teacher will speak with the Assistant Principal or Principal who will be able to resolve the concern. If, for any reason the question or concern is still not resolved, the parent or student may write the Board of Directors. They will meet to make the best collective determination about the area of concern and provide the decision in writing to the parent or student.

Part 3: The Academic Program

School Curriculum

New Bern International Academy combines a comprehensive college preparatory curriculum with an international perspective to prepare students for resourceful, responsible citizenship and leadership of our local and global communities.

Based on the Core Curriculum and *NC Essential Standards*, the educational program features techniques to prepare students for optimal learning, engaging interdisciplinary thematic instruction, challenging assessments, computer/technology tools, active parental involvement, and both local and global service learning. The academic year is made up of four quarters of nine weeks each.

Academic Courses.

Courses for Grades 6-8: The Middle School day includes 6-8 classes, including physical activity and enrichment opportunities. After-school tutoring will be available to help your child with any areas of need.

Physical Activity. New Bern International Academy's health-related physical activity program allows students to learn skills while moving improving mind-body integration through experiences that create and maintain ideal health. All middle-school students shall have at least 30 minutes per day of vigorous physical activity.

Field Trips. To enhance classroom learning experiences, New Bern International Academy supports academic field trips. The purpose of field trips is to demonstrate the practical applications of knowledge to everyday life. Field trips have specific objectives that integrate what the students are learning. Most field trips are for part or all of a single day, taking students to points of interest or special events. Students can not be denied field trip opportunities due to behavior; however, a parent may be asked to chaperone. If a student is suspended on the day of the trip, they are ineligible for the trip.

As part of enrollment each year, parents complete an Agreement to Participate in Field Trips and Off Campus Activities form. As each field trip comes up, parents must also sign a Field Trip Permission Form (which includes all pertinent details specific to that trip). Each student must have his or her parent sign the Field Trip Permission Form. These forms are required for all destinations away from the school campus. The form must be completely

filled out when the parent signs it, including the approval of the Principal. A telephone call from a parent or guardian is not sufficient and does not satisfy the School's legal and insurance requirements.

If the signed Field Trip Permission Form is not returned prior to departure time, the student will not be permitted to participate in the field trip. The completed Field Trip Permission Form is taken on the field trip by the person in charge and returned to the Principal's Office after the field trip is completed.

If the date of a field trip is changed, new Field Trip Permission Forms must be completed, given to the students, and returned to the teacher before the students can go on the field trip. Possible "rain dates" are acceptable on the permission form. The School uniform is required unless alternate clothing is specified by the Principal.

Part 4: School Policies

School Jurisdiction

Students are under the jurisdiction of New Bern International Academy at any time they are on the School campus. This means that the students are subject to the policies, rules, and guidelines of the School. Also included under the School's jurisdiction are all school-sponsored activities, whether on or off the School campus, such as the following:

- Field trips
- Student clubs
- Bus stops
- School-sponsored social and recreational events

Supervising teachers and School-designated chaperones have the authority to ensure that students abide by the School's policies, rules, and guidelines at all such occasions. It is the responsibility of the students to cooperate in every way with the requests of those in charge.

Student Quality of Life Expectations

The basis for the highest quality of life is a balanced daily routine. When students structure their lives according to the following simple guidelines with the help and support of their parents, they derive the greatest bliss, clarity, creativity, and fulfillment from all of their experiences.

- Sufficient rest to balance dynamic activity. New Bern International Academy students are encouraged to develop the habit of early bedtimes.
- Regular, nourishing meals in the company of parents and other family members.
- Abstinence from the use of alcohol, drugs, and tobacco.
- Respect for others in thought, speech, and action.

Behavior Guidelines

Parents will find that many of the guidelines outlined below are ones they naturally teach in their own homes. Nurturing good behavior in our students must be a cooperative activity between the home and the School environments. Whenever parents notice any imbalance in their child's behavior, they are strongly encouraged to notify the classroom teacher just as the teacher would contact the parents. The student will benefit most when parent and teacher work together to provide proper support and guidance.

While students are growing in the ability to perform right action, outer forms of discipline also help guide their growth and progress. A disciplined life means a life that is balanced, orderly, and coherent, and is always moving towards success. It is the responsibility of adults to advise students on what is right and what is wrong, and to guide them in a dignified, moderate manner, full of love, respect, and compassion.

School-Wide Rules

The purpose of rules in the School is to provide the kind of clear, consistent boundaries that promote maximum student development, just as the banks of a river allow the water to flow in a specific direction. Students should know at all times, and in any given situation, what is acceptable and appropriate behavior. The following School-wide rules benefit the School as a whole; students are expected to observe them at all times. Periodically throughout the year, teachers review and discuss these rules of behavior with the students. Students feel secure in knowing what is expected of them.

1. Student Behavior Toward Others. Students are required to respectfully follow all School/ classroom rules and listen attentively when spoken to. Students should raise their hands before speaking in class. Students are asked to speak and respond in a kind and courteous manner, and to always offer suggestions or explanations in a polite way. Students are required to use appropriate language at all times, whether speaking to an adult or to a peer.

Harassment or bullying of others will not be permitted. At New Bern International Academy, teachers and fellow students are respected and students are expected to be compassionate and sincere with each other. Students

appreciate diversity and treat others with the same kind of respect that they wish to receive from others. Violating the rights of others or threatening their well being will not be tolerated. Included in this category are actions or statements that express intolerance based on intellectual or physical ability, religious or ethnic background, creed, national origin, race, color, or gender.

2. Hallway Behavior. Students are asked to maintain quiet in hallways when classes are in session. Quiet talking is allowed in hallways before school, at lunch, and after school. Running is not allowed in the hallways. After class, students not involved in after-school programs should leave the building immediately and wait for family or friends outdoors, not in the hall or lobby.

Students present in the building after school must be in a supervised program.

3. Safety Rules. During School hours, students are under the direct supervision of a teacher at all times. For the safety of everyone, no running, throwing of objects or rough play is permitted in the building. During fire or other emergency drills, students are asked to maintain absolute silence and pay close attention to all instructions given by the teacher. When outdoors, students are expected to engage in safe and inclusive play. They are also expected to follow game rules; and to be a good sport by exercising cooperation as well as physical activity. The theme is respect for self, others, property, and environment. Students should be alert at all times when crossing roads and always use the designated crosswalks.

4. Preparedness for Class. Students will be most prepared for class if they maintain a balanced daily routine of study, proper diet, exercise, and rest. In addition, students are required to:

- Arrive for school on time and be seated and settled when class begins.
- Have the necessary books and supplies ready before class begins.
- Dress in accordance with the School dress code at all times during the school day.
- Attend all classes.
- Complete class assignments and homework on time.

5. Skateboards, Roller Blades, and Skates. To ensure the safety of students on School property, students are required to leave skateboards, roller blades, and skates at home. The use of skateboards, roller blades, and skates is not allowed on the School campus—including roads, sidewalks, or in buildings. Anyone violating this policy may have their skateboard, roller blades, or skates impounded by the School. The School reserves the right to pursue any legal options necessary regarding repeat offenders of these regulations.

6. Bicycles. All students must walk their bikes on School grounds. Bike racks are provided.

Bicycles should not be parked near the entrances of the School or on the grass. The School cannot be responsible for bikes left on the grounds.

7. Telephones. Students who wish to call home or to place any other calls are expected to use the office phone designated for student emergency use only.

8. Eating and Drinking. Beverages other than water are not allowed in the classrooms, except when class parties have been planned and approved by the teacher.

Policies and Procedures for Student Discipline.

Overview of School Policies for Student Discipline. New Bern International Academy will provide students and their parents with a comprehensive set of student discipline policies that will be printed and distributed as part of the School's *Student and Parent Handbook* (included in Appendix). These policies will clearly describe the School's expectations regarding all aspects of student behavior, mutual respect between students and teachers, attendance, substance abuse, violence, safety, and study habits. Each student and his or her parent or legal guardian will be required to verify that they have reviewed and understand the policies prior to enrollment in the *School-Family Agreement* (Appendix). In addition, the School Principal, Assistant Principal, and faculty will ensure that the School Rules and student discipline policies are followed and consistently reinforced throughout the school.

Consequences for Appropriate Behavior. It is our belief that appropriate behavior should be taught. Expectations of appropriate behavior vary depending upon the environment. The expectations for appropriate restroom behavior are different from appropriate behavior in the Cafeteria. Most children can transition to different areas appropriately; however, some children need to be taught what to do in the various environments. Our school will recognize and reward positive academic and social behaviors.

Consequences for Inappropriate Behavior

School age is the time of life when the mind and body are most attune to learning. For learning to be ideal, a student should possess two basic qualities: alertness and a respectful attitude toward his or her teachers.

Alertness is enhanced by maintaining a healthy daily routine, including proper rest, exercise, and a healthy diet. When students are alert, learning is most efficient, most enjoyable, and most productive.

Respect is also essential. When a student demonstrates respect toward a teacher, the teacher is inspired to do his or her best and, with a full heart, enjoys the learning process as much as the student.

Inquiry is a very healthy approach for each student, but all questions to the teacher should be couched in respect. The whole atmosphere of learning is enhanced and everyone benefits when students respect their teachers and classmates.

Students from time to time may need strong consequences for their behavior. When consequences are applied, the intent is to have them be "natural" consequences, closely related to the inappropriate behavior. There will be a continuum of interventions available to address the behavior. These are typically administered by the classroom teacher or the entire teaching team. Minor problem behaviors can be discussed at the team level to determine strategies for improvement.

New Bern International Academy does not allow the use of corporal punishment, but in extreme situations where a student exhibits behavior that is dangerous or destructive to him/her or others, as a last resort, the student may have to be physically restrained and/or isolated from peers.

Smoking. The use of tobacco products has been proven beyond doubt to be physically harmful. Therefore, any use of tobacco products will result in a meeting between the School administration, the student, and his or her family. Disciplinary action will result.

Drugs and Alcohol. New Bern International Academy has a zero tolerance policy on the possession, use, or distribution of alcohol or non-prescribed drugs either on or off campus by School students. Any student of the School involved in any way with alcohol or non-prescribed drugs, or being in the company of persons who are using or distributing alcohol or non-prescribed drugs, will be treated very seriously. For a first offense the School will immediately notify the parents, and the student will be placed on probation with suspension or dismissal as needed. For a second offense the student may be dismissed from the School.

Dangerous Weapons. The State Board of Directors has adopted a policy requiring the expulsion from school for a period of not less than 300 days of any student who is determined to have brought a weapon to school. The School has adopted a referral policy for students who bring weapons to school. Students must leave all dangerous items at home, including cap guns, fireworks, etc.

School Procedures Following Inappropriate Behavior. The procedures outlined below are designed to enrich the alertness of the students and their respect for teachers in order to maximize the quality and depth of education. If interventions at the classroom level have not been successful, the student will be referred to the Behavior Support Team (composed of the Assistant Principal, faculty member, and parent) for Level 1 status. The Behavior Support Team will create an intervention plan to help student become successful.

1. **Level 1** Actions resulting in a student being in Level 1 status involve behaviors that strongly or frequently interfere with the progress of the student, the classroom, or the school environment. Examples include, but not limited to: disrespect for a teacher or administrator, repeated disruption of class, repeated lack of class preparation, repeated uniform violations, inappropriate language, insulting or intimidating classmates, minor damage to property, significant fatigue or lack of attentiveness, trancies, etc.

Consequences: Parents will be notified of the issuance of the Level 1. In most cases there will be disciplinary consequences in addition to the assignment of this status. The consequences can include after-school sessions, letters of apology, restrictions from extracurricular activities, special assignments, etc. If the teacher or administrator observes substantial improvement after the defined time frame determined by the team, the student and their parents will be notified by the teacher or administrator that their disciplinary status has been revoked.

2. **Level 2.** Actions resulting in a student receiving Level 2 status include continuing the actions that led to receiving a disciplinary action, or any other significant actions that are damaging to the student's physiology, to others, to property, or to the environment. Included in this category are extremely disruptive classroom behaviors such as profanity, blatant disrespect/defiance, possessing, being in the presence of or using tobacco, alcohol, or drugs, a habit of trancies, or infractions of civil or criminal laws.

Consequences: A Level 2 status indicates that the Behavior Support Team will structure an integrated program to help the student improve, and that one or more additional significant mistakes will result in removal of the student from a particular class or expulsion from School.

Note: New Bern International Academy does not allow the use of corporal punishment, but in extreme situations where a student exhibits behavior that is dangerous or destructive to him/her or others, as a last resort, the student may have to be physically restrained and/or isolated from peers.

If necessary, the Principal may also impose a short-term suspension of the student, prior to a Behavior Support Team meeting. As part of the Behavior Support Team meeting, the School will provide a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to recommending to the Principal that the student be long-term suspended or expelled.

Other actions may include written or verbal apologies, after-school sessions, suspension (in-school or out), restriction of extracurricular involvement, required adjustment of daily routines, supervised work detail, advice to the teacher on how to manage the student more effectively, transferring the student to another class, transferring the student to another program in or outside the School, and directing the student to receive additional testing and/or services that the School or LEA has to provide. It may be necessary to determine if a disability is present.

Students who have been diagnosed with exceptional needs will be referred by the Behavior Support Team to the appropriate program or services. In compliance with state and federal laws and NCDPI guidelines for exceptional children, New Bern International Academy administrators will be in constant communication with parent(s) or guardian through every phase of the disciplinary process. The student will be granted all due process procedures established by state and federal law and the State Board of Education. If the teachers and administrators observe substantial improvement, the student and parents will be notified by the Assistant Principal that the Level 2 status has been revoked, and that the conditions of the Level 1 status are in effect.

Level 3. School Expulsion. The Behavior Support Team and the Principal will meet to consider expulsion from the School in any other following circumstances:

- the student continues any of the inappropriate behaviors that resulted in the assignment of the Probation status, or
- the student engages in other very serious behaviors such as distribution of controlled substances or any other behavior that is a serious threat to the welfare of the student, members of the student body, the faculty, the staff, the School, or the community.

Note: In accordance with Federal law, any student found carrying a weapon onto school grounds may warrant an immediate expulsion of no less than 300 days from school.

The Behavior Support Team and the Principal will determine whether to modify the consequences assigned under the Level 2 status of the student, or to expel the student from the School. The Board of Directors may also review determinations by the Behavior Support Team.

New Bern International Academy will not expel students for academic reasons. It is in keeping with the School's philosophy to work with students to improve both academic and behavioral difficulties, with the exceptions noted above. However, if a situation arises where a student will not cooperate with teachers or administrators to the extent that the purposes of the School are disrupted and are not serving the student, then the student may be suspended or expelled.

Students who are suspended or expelled from school are required to remain off the School grounds for the duration of the assigned time of suspension or expulsion. During the suspension or expulsion he or she may not attend school activities on or off the School grounds.

If the School suspends or expels a student, it will promptly inform the LEA in which the student would be otherwise assigned, including the student's name, special education status, length of suspension/expulsion, and the circumstances giving rise to the suspension/expulsion.

Note: If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws. Discipline for students with disabilities is specifically delineated in IDEA 2004.

Parents may appeal an expulsion within 30 days by presenting their case to the Board of Directors in a closed session due to confidentiality and personnel issues.

Note: Pursuant to GS 115C-238.29B(b)(11), at the beginning of each academic year, the School will notify all parents or legal guardians that: "The local board may refuse to admit any student who is suspended or expelled from a school due to actions that would lead to suspension or expulsion from a public school under GS 115C-391 until the period of suspension or expulsion has expired."

Dress Code Policies

Wearing the School uniform cultures a quiet form of discipline and fosters in the student a sense of respect for themselves, each other, and the School as a whole. Students whose school uniform does not meet acceptable standards are asked by the teacher to make immediate improvement. Teachers take a leading role in correcting uniform policy infractions.

The uniform consists of kaki pants and navy blue polo shirt. Sweaters, jackets or hoodies are allowed if they are grey in color. The School's dress code policy is that every student must be in full uniform whenever he or she is in school, on campus, or under the School's jurisdiction, including all School-sponsored activities, whether on or off the campus, such as: field trips, academic competitions, and School sponsored social and recreational events. The Principal may designate special occasions and school-spirit activities where the uniform is not required. Advanced notice will be provided to parents for such occasions.

Student Punctuality and Attendance

Introduction. Punctuality and attendance are very important aspects of school life. Coming to School on time each day demonstrates respect for the teachers and the School, contributes to an orderly and enjoyable learning atmosphere, and prepares each student for successfully managing time in his or her post-school life.

Punctuality. Punctuality helps to create coherence: well begun is half done. The School's classes begin on time. Students are expected to be in complete uniform, have all assigned class materials, and be in their assigned class—ready for work at the scheduled start of class.

Punctuality Policies and Procedures. Students who arrive in class late must obtain a tardy slip from the Office and bring it to class to be admitted.

Students are responsible for checking to see how many tardies they have.

If a student becomes tardy four times in a quarter, the Principal's Office personnel will contact the parents. Parents of students will work together with the School to create a plan to increase punctuality.

Students will be required to attend after school detention for 30 minutes on the very next day. For each additional tardy, there will be an additional 30 minute detention.

Failure to attend detention results in one full day of in-school suspension.

If the problem persists, further disciplinary action may be taken.

Attendance Policies and Procedures. Regular attendance in all classes is essential to the educational progress of the student and the School. Parents and students are asked to support the School's policies of providing a coherent and continuous education program for all students.

With absences, not only is the educational progress for the absent student at risk, but the educational progress for the group becomes interrupted when teachers become burdened with providing individualized instruction schedules before, during, and after each absence takes place.

Beginning of Year Attendance. Both new and continuing students must attend class during the first week of the school year.

In accordance with the North Carolina Department of Public Instruction, even if a student has attended the first day of school, but subsequently missed 10 or more consecutive days in the first 20 days of school, the student cannot be included in the schools list of enrolled students, unless the absences are legal.

Types of Absences. Acceptable absences include illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, religious holidays or observances, and valid educational opportunity with approval prior to the absence. The child must complete the enrollment process and attend school before he/she can claim an acceptable absence.

General Attendance Policies and Procedures. If a student is absent, his or her parents must notify the Principal's Office in writing with the reason for absence.

If it becomes necessary for a student to be excused from school early, he or she must have a note with his or her name, grade, teacher's name, and specific reason for the request. This note must be signed by the students' parent and taken to the Principal's Office on the day of the request.

Middle students should get assignments from their teacher. Generally, students are given one day to make up assignments for each day absent.

Students are responsible for checking to see how many absences they have.

If a student is absent six times in a quarter, the Principal's Office personnel will contact the parents. If six absences occur in a quarter, Middle students with more than 10 absences per semester are subject to a loss of credit.

Physical Activity Policy: If a student is under a doctor's advisement to restrict physical activity that may affect participation in physical activity, parents must provide a note (to the Principal's Office) from the doctor at the beginning of the school year or when the difficulty arises.

Homework Policy

The purpose of home study is to enrich and reinforce what the students are learning in the classroom. Guidelines for homework are outlined below for each level of the School.

Homework is part of the academic program. Students may have homework every weeknight.

- In grades 6–8, students receive up to 20 minutes of homework per class every weeknight (1.5 hours total per day).

Parental guidance and support in organizing time and preparing an appropriate work space are essential for the success of home study.

Students are expected to complete all assignments and homework on time. Failure to do so may result partial or total loss of credit for the assignment concerned.

Academic Honor Code

Academic integrity is a fundamental value for any educational institution, and at New Bern International Academy students are expected to honor and uphold this value by acting honestly in every aspect of their academic life, whether in school or studying at home. Violations of academic integrity—such as cheating on tests or copying another student's homework—are a serious matter and are dealt with according to the Policies and Procedures for Student Discipline.

Plagiarism. Students are encouraged to make reference to others' works in completing specific class assignments, but deliberately using someone else's ideas, words, phrases (even in paraphrased form) and/or designs without giving credit is plagiarism. If students are uncertain about a source and whether or how to credit it, they should ask their teacher before submitting assignments. Completing assignments by oneself and always crediting sources will develop qualities of self-sufficiency and responsibility. Plagiarism may result in failure of the assignment or the course.

Appropriate Parental Assistance. The parents' encouragement to their children to complete their home assignments is of great value to the students' progress. At the same time it is also desirable to allow the students to fulfill their assignments to the best of their own ability. This gives teachers a clear understanding of the students' level of mastery. Parents are encouraged to review the student's homework, and, if necessary, suggest it be revised for improvements as needed.

Academic Advising and Counseling

Questions about instruction, curriculum, homework, tests, and other course matters, can first be directed to the teacher. In addition, parents are always welcome to contact the Principal or Assistant Principal with any questions relating to the student's progress.

For newly admitted students or those in special academic situations, the Academic Counselor or Assistant Principal will coordinate academic placement and scheduling.

Students experiencing significant difficulties in their studies at the School may be referred to the Behavior Support Team.

Grading Policy and Report Cards

The purpose of grading at New Bern International Academy is to provide parents and students with an assessment of their progress in academics and quality of life, and to serve as a standard to recognize and reward excellence. Students receive a grade to reflect their academic performance for each subject area.

The grades include an academic score based on the student's academic performance during the Quarter. Duplicate copies of Report Cards are given to parents; the originals are retained in the Principal's Office.

In Middle and High School, the students' progress reports are given out quarterly. The grades include a numerical score based on the student's academic performance during the quarter. The average of the scores is used to compute the actual letter grade as follows:

A 93–100

B 85–92

C 77–84

D- 70–76

F Less than 70

Extracurricular Activities

Academic Competitions. New Bern International Academy encourages competition among its students for the purpose of expressing excellence.

In Middle School, students enjoy participating in competitions such as regional math or spelling bees, regional science or history fairs, Young Writers, Scholastic Art, American Junior High School Math Exam, Academic Decathlon, and Odyssey of the Mind.

In High School, students are required each year to complete a project or prepare a performance or portfolio for interscholastic competitions such as science or history fairs, Academic Decathlon, or other competitions in drama, art, music, or creative writing. Students are required to enter their special projects in competitions outside the School.

Interscholastic Sports. New Bern International Academy intends to develop an interscholastic sports program as soon as possible, one that is consistent with the interests and desires of the students. The sports program might include soccer, basketball, track and field, tennis, golf, baseball, and volleyball. Offerings will continue to expand as the School grows. These programs also provide an opportunity for the entire community to support and contribute to the spirit of unity that prevails at these events.

Social Activities. Each school-sponsored social activity will be chaperoned by at least two faculty members. Faculty are expected to volunteer their time periodically to help chaperone social events.

Extracurricular Activities Policy. The requirements to be involved in any extracurricular activity are:

Students must maintain grades no lower than a "C." Students with any grade below a "C" may be asked to withdraw from any extracurricular activity in order to spend more time on their studies. Permission may be given for the students to remain involved in extracurricular activities on probation, maintaining a daily report in collaboration with the classroom teachers, Assistant Principal and parents. Students involved in any extracurricular activity, including sports teams, drama, etc., are required to attend school all day when games and performances are scheduled that evening. Students who have not been in school for any part of that day will not be permitted to perform that night.

Honors and Awards

Honor Rolls. In Middle and High School, academic excellence is recognized each quarterly report period by the "Principal's List" of those students receiving all "A's" and the "Honor Roll" of those students receiving all "A's" and "B's."

Health and Safety Policies

The general safety rules for faculty, parents, and students arriving and departing from the School buildings are outlined below. Please encourage students to practice "safety first."

Health Information Cards. All enrolled students must have a completed Health Information Card on file in the Principal's Office. Any student with a medical condition, i.e., diabetic, asthmatic, etc. should have this condition noted in red at the top of their card. Parents are encouraged to communicate any significant health history information of each child to the

Principal's Office, so that the child's needs may be met while at school. If a student is under a physician's care and is asked to take medication while in school, a note from the physician to that effect should be given to the Principal's Office.

Immunization of Students. New Bern International Academy will ensure full compliance with all federal and state immunization requirements. The following policies and procedures help to ensure compliance and reduce the possibility of any child missing school because of non-compliance.

- Upon enrollment, the family will be requested to present the student's immunization record. If the student is in compliance, the record will be copied and filed with the appropriate agency. If the student is in partial compliance, the parent or guardian will be given a checklist of necessary immunizations the child must have before attending school, and the family will be referred to the county health department.
- If non-compliance persists, follow-up phone calls or letters will be provided to the parent or guardian. One week prior to the start of classes a final notice will be sent.

- Students lacking proper immunization or a completed waiver will be denied admittance to the School until proof of immunization or a waiver is submitted.

Well Being of Students. Students at New Bern International Academy should be happy and growing in knowledge. As part of faculty in-service, New Bern International Academy teachers will be provided training in mandatory reporting procedures for suspected child abuse. New Bern International Academy teachers will be attentive to students who come to school displaying any of the signs of child abuse that were outlined in their training course, and will follow the prescribed procedures for reporting suspected abuse.

It is also the concern of all responsible adults in the community that children be supervised when not in school. New Bern International Academy teachers will discuss with parents, if necessary, whether proper supervision is being provided during non-school hours.

Pick Up and Drop Off. Motorists must follow the traffic rules concerning the drop off area for the safety of New Bern International Academy students.

Crosswalk Safety. To ensure safety, all pedestrians are required to cross at designated crossings only. Children should be taught by their parents to always stop and look both ways before crossing any street, even if a traffic guard is present.

Bicycle Safety. To create order and provide the opportunity for locking bicycles, bike racks are provided for students who ride bicycles to School. Bicycles should not be parked near the entrance to the School or on the grass. Bikes must be walked on School grounds.

All bicycles must be in compliance with legally mandated regulations regarding equipment and visual signals (headlights, brakes, reflectors, pennants, etc.). All children riding their bikes to and from New Bern International Academy are strongly encouraged to wear a safety helmet.

School Bus. The School buses may be used for School purposes by drivers that meet the following requirement: a valid commercial bus driving license and requisite education safety courses. Students are not allowed to drive the School bus.

School Closings Due to Weather. The School Principal or designee will assess the potential danger of poor road conditions and notify the appropriate radio and/or television stations about New Bern International Academy delays and/or closings. School delays/closings are broadcast on the designated radio and television stations for staff and parents. If possible, the status of New Bern International Academy classes will be announced before 7:00 a.m. Should weather conditions deteriorate to the point that it is necessary to close school, the same media will be alerted as to the School's closure.

Lunch Policy

The New Bern International Academy will work hard to implement the best school lunch program possible for our students. This will involve a hot meal prepared at the school each day. Students will have the option of bringing their own lunch. Parents are encouraged to join their children for lunch at the school.

Messages

Messages for students may be left with the appropriate Principal's Office and will be relayed to the student's classroom in a timely manner. However, only in emergency situations will the office manager interrupt the student's class to deliver a message immediately. In general we ask parents to limit requests for message delivery as the office staff is always very fully engaged in the day-to-day operation of the School, and interruptions are distracting to students and teachers.

Birthday Parties

Students may celebrate their birthdays in school. Parents are asked to contact their child's teacher concerning arrangements. We ask that birthday invitations not be handed out in class unless the entire class is to be invited.

School Pictures and Year Books

Individual pictures are taken each year, usually in October. Parents are notified of the dates when the photographer is available. Pictures must be paid for in advance. Year Books are ordered at the same time and paid for with the photo order.

Lost and Found

Students and parents are encouraged to come to the Principal's Office to look for items that have been lost in the school building. To minimize lost items, please use indelible ink to label your children's belongings with their full name. The Principal's Office will make every effort to return labeled items. Items not claimed may be donated to a charity.

Security

For security purposes the School buildings are locked each school day, and remain locked, unless school-approved functions have been scheduled. During the weekend, the School remains locked, unless activities are scheduled.

Part 5: Admission to the School

Introduction. New Bern International Academy was formed under the 1996 Charter Schools Act. Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to this charter school, provided that age and grade requirements are met.

The School's educational programs are open to all children, without distinction to race, gender, age, disability, creed, national origin, religion, or ancestry to provide broad access to its educational programs, and to serve society in such a way that treats with equal dignity the diversity of individuals and groups that comprise the social whole. Admission to New Bern International Academy will not be determined on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. As a public charter school, New Bern International Academy may not charge tuition.

Enrollment: Enrollment for the first school year will begin on or about April 15, 2012 with an open enrollment period. The exact dates of open enrollment in subsequent years will be determined by the Board of Directors in their January meeting each year. The open enrollment period will continue until approximately two weeks prior to start of school year, during which time applications for admission will be accepted and students will be enrolled. All eligible students who apply will be enrolled until full enrollment is reached. If full enrollment is reached New Bern International Academy will conduct a lottery within each grade level, assigning a number to each applicant until all spots are filled. After all spots are filled, all other applicants will be assigned a number on a waiting list by the same procedure. During open enrollment, members of the School administration will provide informational meetings that have been well publicized in a variety of convenient locations in and around Craven County. These meetings will provide an overview of the School's mission and educational program, and other pertinent information to make an informed decision about enrolling in the School. During this time, the parents or guardian of each continuing student and/or new applicant will receive a copy of the School's *Student and Parent Handbook*.

Lottery. If the number of qualified applicants for any grade level exceeds its capacity during open enrollment, New Bern International Academy will conduct a lottery within each grade level, assigning a number to each applicant until all spots are filled. After all spots are filled, all other applicants will be assigned a number on a waiting list by the same procedure. The lottery procedure will be as follows:

1. The lottery will take place around August 15th, 2010 as part of a meeting of the New Bern International Academy Board of Directors.
2. Eligible applications will have been sorted by grade level.
3. An index card bearing the name and grade level for the upcoming year of each applicant is made. Each card is placed in a large container that is labeled with the applicant's grade level.
5. A Board officer or designee draws index cards one by one with the Board secretary recording the lottery order number and names one by one on a ledger. The lottery order number is recorded on the child's application and lottery card. This process continues until all envelopes have been drawn and thus recorded. The remaining names will be placed on a waiting list in the order in which they were drawn.
6. The above process is repeated for each grade level.
7. The lottery cards, applications, and ledger are then double checked for accuracy.

Note: If a lottery is held, all wait-listed applicants from the previous year must be placed in the lottery. The School administration will send either a "notice of acceptance" or "wait-listed" letter to the parent of each applicant. The parent or legal guardian of each child chosen for admission must confirm the child's eligibility for enrollment within 14 days of receipt of the notice of acceptance.

Prior to admittance, the following documentation for each accepted student must be submitted by his or her parent or legal guardian:

- Copy of birth certificate
- Immunization record
- Records transferred from previous school with a signed release agreement.

In addition, parents and students (new and continuing) will be asked to read and sign the *School-Family Agreement* to formalize their understanding of and common commitment to the mission and educational program of the School and the roles and responsibilities that are shared by the School, parents, and student in

providing for each child's education. If the above steps are not completed, admission to the School will be forfeited and the child's name will be added to the general pool of applicants by grade level awaiting the next available lottery.

Completion of Enrollment. To complete the enrollment process, both new and continuing students must attend class at the beginning of the school year. The attendance policies to complete enrollment in Carolina International School include the following:

1. Each student must attend classes on the first day of school.
2. The School will try and contact the parents of any child who is absent.

Note: Legal Absences include illness or injury, quarantine, death in the immediate family, medical or dental appointments, court or administrative proceedings, religious holidays or observances, and valid educational opportunity with approval prior to the absence. The NCDPI does not consider a valid educational opportunity with approval prior to the absence an acceptable legal absence until after the child has attended school and completed enrollment.

Enrollment Preferences. Children of the New Bern International Academy's administration and staff may be granted priority for available openings. Priority may also be granted to children of the School's Board of Directors so long as they are limited to no more than ten percent (10%) of the School's total enrollment or to 20 students, whichever is less for the first year of operation only.

NEW BERN INTERNATIONAL ACADEMY SCHOOL-FAMILY AGREEMENT

OFFICE OF THE PRINCIPAL, [STREET ADDRESS] TEL: [] FAX: [] E-MAIL: []

SCHOOL-FAMILY AGREEMENT

New Bern International Academy mission is to engage and inspire learners with critical thinking, teamwork, and exploration of academic excellence while they achieve international understanding and global responsibility. They will achieve academic excellence through a rigorous, relevant, interdisciplinary, international curriculum. By working together—with shared roles, responsibilities and commitments—our students, parents, teachers, and staff will create a stimulating learning community that develops: Students will be prepared for the 21st Century by being able to think critically and see the connections among the curricula and the real-life relevance of their learning.

The purpose of the School-Family Agreement is to give teachers, parents, and students a clear understanding of their roles and responsibilities in the child's education.

Responsibilities of the School:

- To provide the knowledge and skills for each child to develop his or her full inner potential as the basis for optimal learning.
- To provide a comprehensive college preparatory curriculum and integrated thematic project-based instruction that inspires in each child a love of learning and the highest quality of life.
- To maintain School-wide policies and procedures that support effective teaching and learning.
- To foster and maintain a nourishing, caring academic environment that supports the learning process.
- To provide parents with knowledge of the School's educational program and to encourage their active participation in the life of the School.
- To give families regular feedback on student progress.
- To maintain effective channels of communication for all sectors of the School—students, faculty, administration, and parents.

Responsibilities of the Student:

- To maintain a balanced daily routine of proper rest, nutrition, and exercise as the basis for optimal learning.
- To give my full attention and respect to my teachers, and participate to the best of my ability in my classes, studies, and homework assignments.
- To come to school each day prepared and on time.
- To read, understand, and follow the School rules and procedures as presented by my teacher and principal and provided in the *Student and Parent Handbook*.
- To communicate regularly with my teachers and parents about anything that may hinder my progress and success in school.

Responsibilities of the Parents:

- To provide for a balanced daily routine for my child of proper rest, nutrition, and exercise as the basis for optimal learning.
- To provide a quiet time and place for my child to study and complete homework.
- To read, understand, and support the School rules and procedures as provided in the *Student and Parent Handbook*.
- To ensure that my child is on time and attends school each day.
- To communicate with my child's teachers and monitor my child's progress at school.
- To participate in the life of the School: volunteer efforts, annual orientation meeting, parent/teacher conferences, fundraising events, and parent-education opportunities.

I agree to fulfill my responsibilities to the best of my ability:

Dated: _____ by _____

[Name and signature of School Principal]

Dated: _____ by _____

[Name and signature of parent or legal guardian]

Dated: _____ by _____

[Name and signature of student]